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Vol. XXX No. 5 January, 1950

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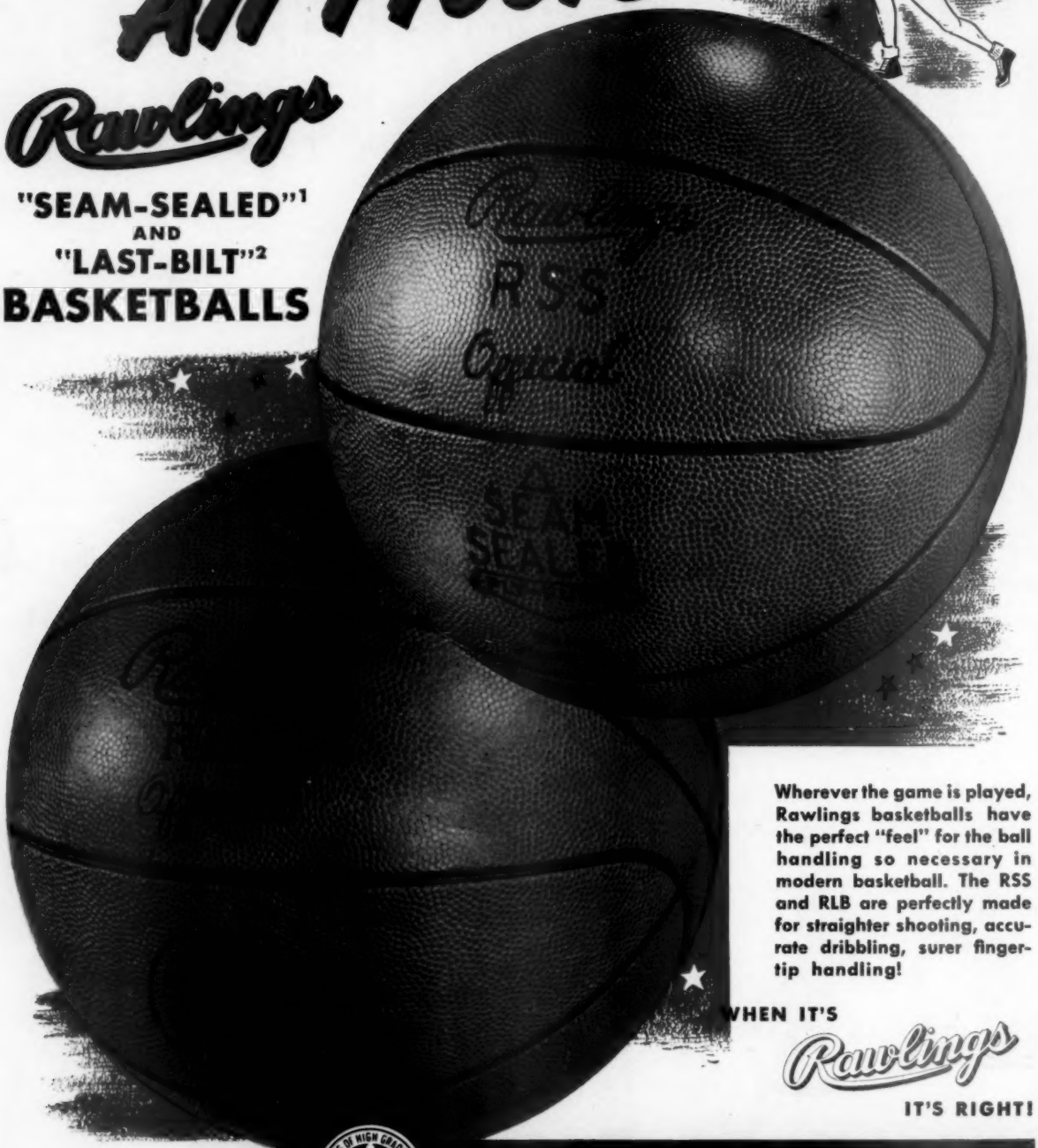

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FRONT COVER ILLUSTRATION

Who will win the 1950 State Basketball Championships is the question of the moment in interscholastic sports. Pictured are the trophies of Alabama, Colorado, Idaho, Illinois, Maine, Michigan, Minnesota, Montana, Nebraska, New Jersey, New Mexico, Ohio, Oklahoma, Tennessee and Utah.

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from here and there

HARRY COMBES has been playing a major role in basketball since 1935, and all that time in Champaign, Illinois. He began by playing guard on the University of Illinois teams in 1935-36-37. In 1935 and '37 Illinois shared the conference title. Combes was an All Big-Ten selection in 1936 and '37 and scored 363 points in three years. He also won the conference honor medal for proficiency in athletics and scholarship his senior year and was awarded the Ralf Woods Memorial Trophy for highest free throw percentage among Illini players in conference games in 1937. In 1938 he was appointed head basketball coach at Champaign High School and took his team to the quarterfinals of the state tourney. In eight years at the high school his teams were conference champs five times, rolled up a record of 236 victories against only 37 losses and reached the state finals six times—winning the crown in 1946. In 1947 Combes became head coach at his alma mater and coached his team to 15 wins, 5 losses. Last year his team won 21, lost 4, won the Western Conference title and third place in the N.C.A.A. tournament . . . J. B. "Ears" Whitworth, who has been line coach for Wallace Butts at the University of Georgia, will take over the head football coaching position at Oklahoma A. & M. to succeed Jim Lookabaugh who resigned recently . . . Stan Waxman, Long Island University and professional basketball player, is now assistant basketball coach at Ithaca College.

• • •

YALE University's winter sports teams will compete in 171 contests in eight sports between December 1 and March 25. The sports are hockey, basketball, squash, wrestling, swimming, fencing, polo and track . . . The largest "college" we have knowledge of is Sports College, a Canadian institution which has 400,000 active members. The "college" is based on a network radio program which is heard each Saturday by more than one million listeners. Some years ago head coach, Lloyd Percival of Sports College figured that one way to interest Canadian youth in clean living and the proper manner to play various sports would be through a radio program. He conceived the idea of mass coaching through radio in 1944. Sports College is a non-profit organization and provides free information on how to improve standards of sports efficiency, health and physical fitness. Sports College has recently completed a new series of bulletins on ice hockey. These bulletins each diagram a play or explain some drill completely and clearly. The bulletins are available to members of Sports College at 4 cents each and to non-members at 10 cents. Write to Sports College, Box 99, Toronto 1, Ontario, Canada . . . Lafayette College recently added swimming and fencing coaches to its staff. James A. Jamison, former swimming coach at Mercerburg Academy, will coach the natators and Paul E. Stevens will handle the fencers. Stevens is a graduate of the Royal Fencing Academy of Belgium and trained the Philadelphia fencing squad for the 1936 Oylmpics.

• • •

ROBERT J. KIPHUTH, director of athletics and swimming coach at Yale, has fashioned one of the most successful records with his swimming teams we have ever heard of. He became swimming coach in 1918. From 1918 to 1924 his teams won all meets, finally losing to Navy and Princeton. From 1925 to 1937 his teams again went undefeated losing only to Harvard in 1937 and 1938. The Yale swimmers then won consistently until 1944 when Army won a meet but since then have been undefeated, winning 46 consecutive meets. All told, Kiphuth's teams have won over 400 dual college swimming meets and have dropped only ten decisions. Kiphuth is a physical education instructor at heart. Approaching the problem in that fashion he contends an athlete is only as good as his condition, and has his swimmers indulge in rigorous calisthenics and muscle developing work before any actual swimming is done. Because of this

(Continued on page 61)

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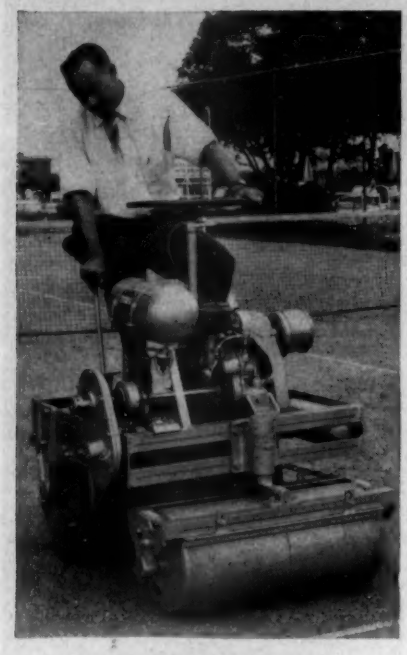

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The Indoor Season for Baseball

By THOMAS CUOZZO

Baseball Coach, Lincoln Park High School, Detroit

A HIGH school baseball program should not be restricted to a period of three or four months each year. The planning, thought and organization must be carried on throughout the year. I start my planning and organization in January, so that when the indoor season starts we are ready. The success of the indoor season (usually from the middle of March until the first or second week of April) will usually determine the success of the outdoor program and the season itself.

In January I make up my check sheet of candidates who will be asked to come out for the indoor season. This check sheet includes letter winners, reserves, and those who had had success in the American Legion and city recreation baseball leagues. On this check sheet I check their grade (to make sure of the maximum number of letter winners returning each year) their scholastic record, the position they have played, and sometimes the position they will be playing. Then I look over the records of the previous season, pick out the weakness of the returning letter winners and add this factor to the check list.

After the check sheet is prepared I call each individual into my office and explain his duties as well as the duties and obligations of the captain. I also explain to the squad the outlook for the coming season and the strong points and weaknesses of our offense and defense. I tell the veterans what is expected of them and what things they should work on as I expect them to show an improvement over last season. Then I talk to the new men and explain our set-up to them, how it operates, what I have planned for them, what their chances for the coming season are, and how they fit into the plans for the future.

The period from January to the end of February I also devote to my "sheet system", which contains a series of sheets for each position explaining the play of that position and the different play situations. I delete old material and add new material gathered throughout the year from magazines, books and notes of the previous season.

By the middle of March, basketball is over and we start our indoor work. For two weeks the pitchers and catchers work out for two hours, for conditioning and control. After the batteries have finished, the infielders and outfielders take over. For one week we merely condition them; in other words, we get their arms loosened up and in shape.

At the end of two weeks the pitchers and catchers have worked themselves up to the regulation pitching distance and from then until we go outdoors the pitchers work continually on control. No stuff is used until we go outdoors. All of this time we have regulation-size wooden plates with which the batteries may work. The control zones on the catcher's body are the shoulders, hips and knees. It is the catchers' responsibility to see that the pitcher works on them. At the end of the two-week period the batteries join the rest of the squad.

The outfielders and infielders increase their throwing distance to the length of the gym and also learn to throw on a level, scoop up grounders, and to get the body and arms in position for the throw. Meanwhile, the infielders practice underhand and overhand throws. In one drill the squad stands at one end of the gym and the first basemen at the other, and we throw to them to give both basemen and throwers practice.

After the second week we also practice batting and bunting. We teach the proper positions, remind the veterans of their weaknesses of the previous year and show them how to change them.

(Continued on page 57)

***THOMAS CUOZZO** has been at his present position for eight years. During four years of league competition his baseball teams have won the league championship once and tied for it the remaining three years. Over eight seasons his teams have won 73 per cent of all games.*

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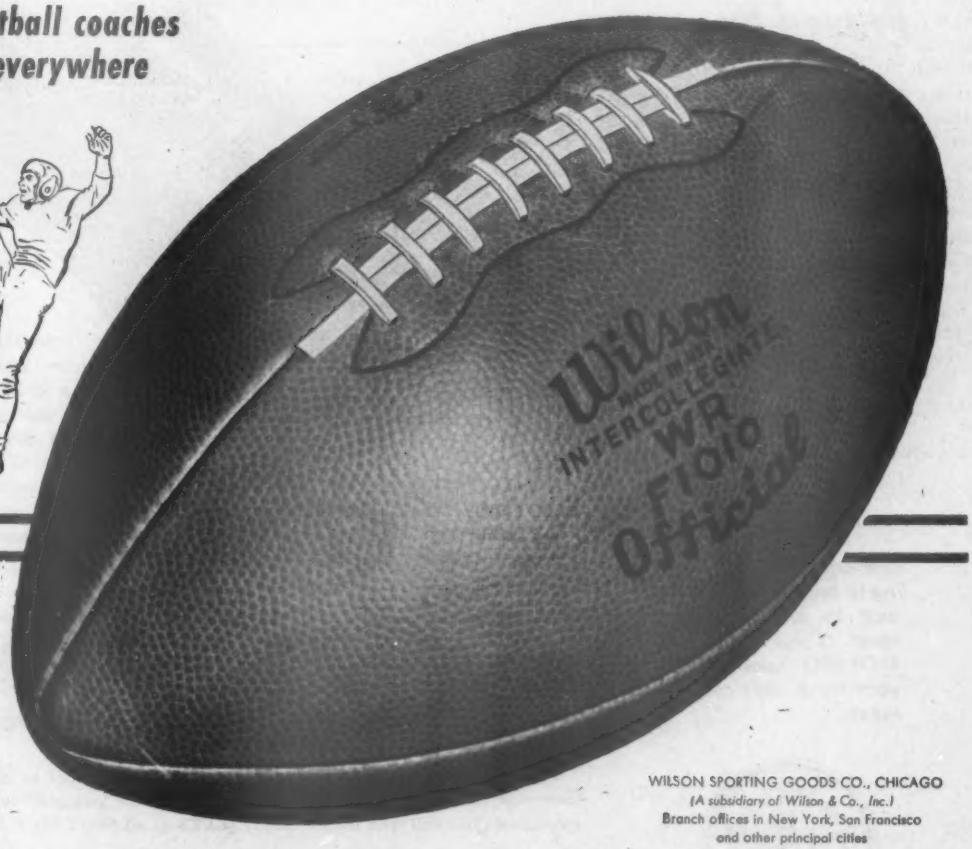

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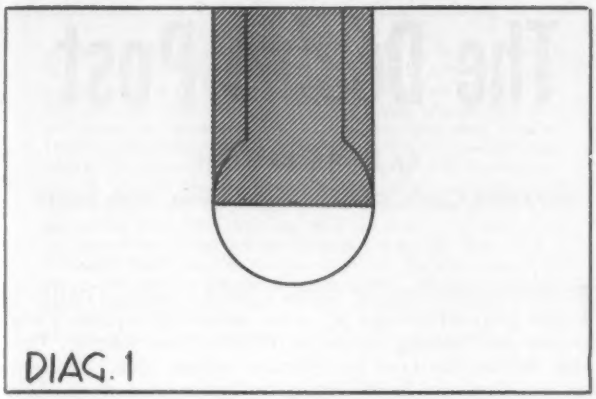
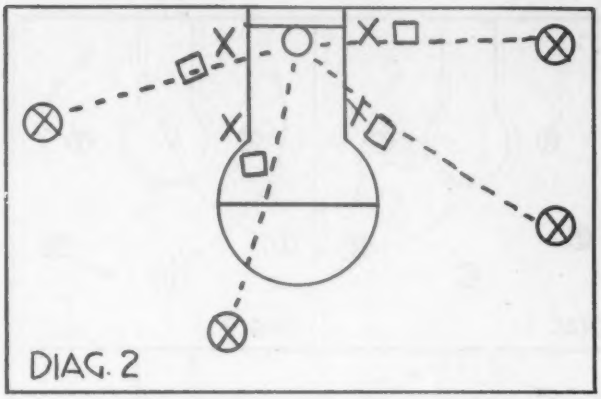




Special Defensive Maneuvers

By JOHN W. BUNN
Basketball Coach, Springfield College

FOR the past several years, I have been decrying the unbalance between offense and defense. I have predicted that soon the pendulum would swing back; that the emphasis on offense to the neglect of defense would tend to reverse itself. That movement is now underway. No one desires a return to defensive extremes with scores in the 20's, but there are those who believe there is victory in good defensive play and also those who recognize that sterling defense can be as spectacular as free-scoring offense.

The methods by which coaches are beginning to carry out their realizations are many and varied. They may be of the Adolph Rupp school which demands tough, rugged, strictly assigned man-to-man play. A school which considers the defense perfect when, in addition to preventing an opponent from scoring, it is able to play throughout a contest without the necessity of a single shift. They may be of the Howard Hobson school which applies a zone or a man-to-man depending upon the personnel available and upon the type of strategy which may be indicated for a particular game or stage of a game.

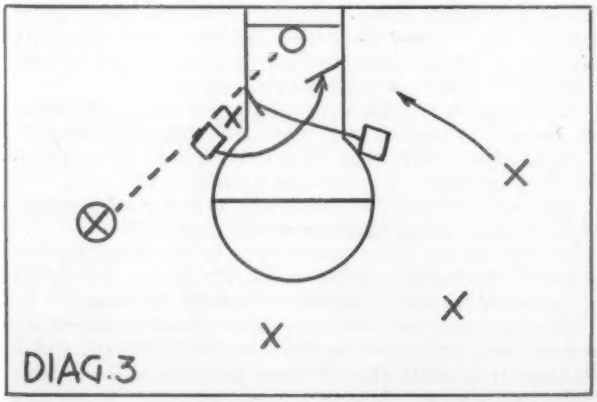
They may employ the Everett Dean philosophy and switch from man-to-man to zone by a prearranged signal throughout a game, to the utter bewilderment and confusion of an opponent.

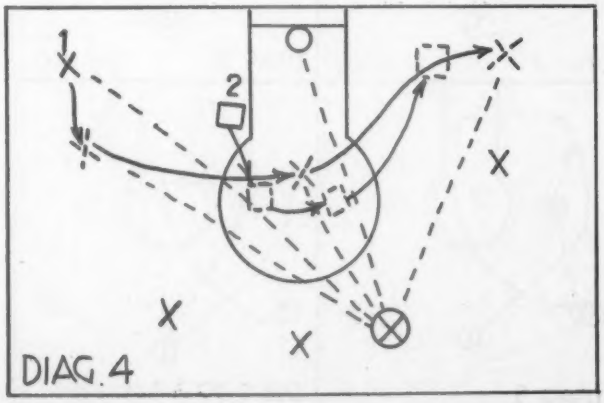
JOHN W. BUNN attended the University of Kansas where he won ten varsity letters in football, basketball and baseball. He coached nine years at his alma mater before going to Stanford where his teams won three Pacific Coast championships. He was elected president of the National Association of Basketball Coaches for the current year. He was influential in bringing about changes in the rules credited with speeding up the game and increasing its popularity.

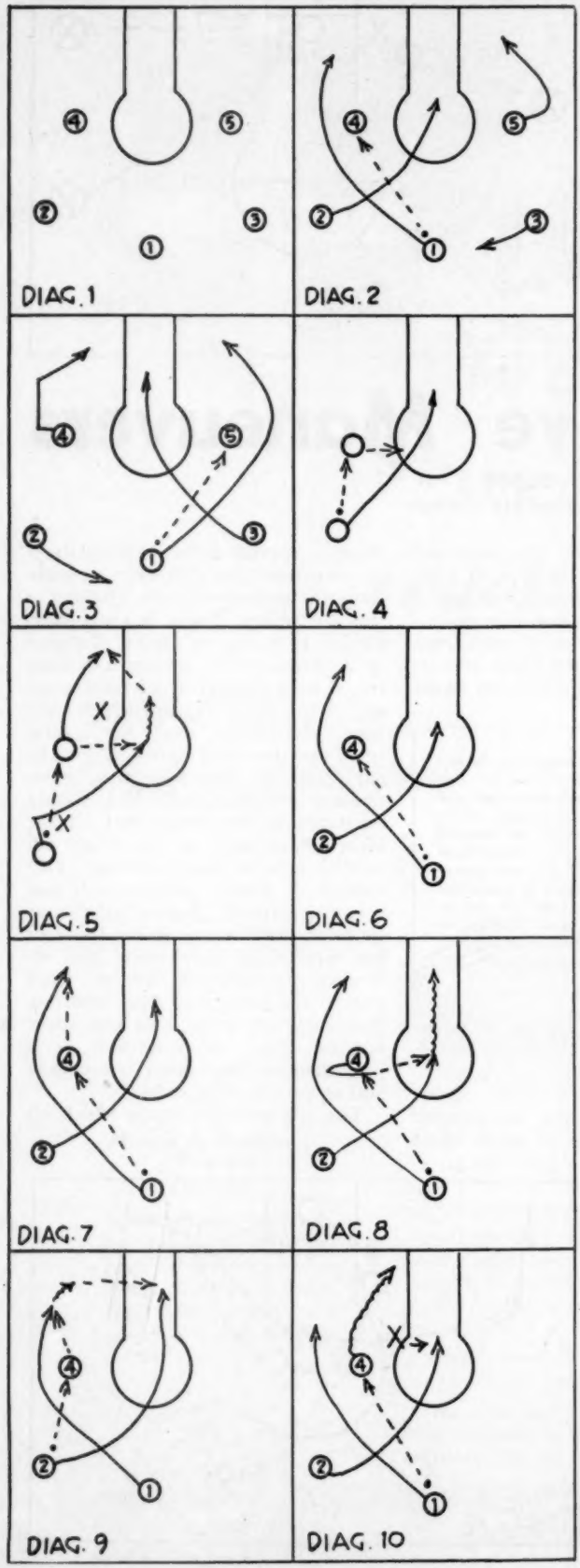
Then there is that group of coaches who, because of being out-manned most of the time, spend much effort devising special defensive maneuvers to counteract the difference in manpower between two teams. I belong to this last group. There is great satisfaction in seeing an offense flounder or a player wholly or partially frustrated by a successful defensive strategy. A few of these plans which have been successfully used for several years are presented herewith for the edification of those who may be interested in similar methods. It should be stated at the outset that all the ideas which will be set forth are welded into a team defense. This defense is neither man-to-man nor zone. As a result, "french leave" may be taken with many of the more or less established conservative and orthodox principles of defense. Even though the ideas may seem unorthodox, they are sound and safe when applied under the conditions of a team defense. Less caution is necessary and more risk is in order.

The one principle upon which all

(Continued on page 48)







The Double Post

By ELMER JORDAN

Basketball Coach, Coeur d'Alene, Idaho, High School

TAKE a good look at them, Coach! – your material – the boys who make up your basketball squad. They are the determining factor in selecting your offense. *You* must decide the type or types of offense that will best suit the boys you have selected to be on your team. The double post is one type of offense which in my opinion best suits a certain type of material or personnel, and the remainder of this article will be devoted to a discussion of a double post attack.

As the reader may know, there are many different ways of using a double post. It is not my intention to try to cover the many different approaches or theories on the double post, but merely to convey those ideas which I have used and found to bring satisfactory results.

The reader should also keep in mind that in this discussion most of the remarks and diagrams will be directed toward an offensive attack—with very little mention being given to the defense. Defense, is, in my opinion, as important as offense and should therefore be discussed at length under a separate heading.

Player Material

A coach will find the double post a good offense if he has a few tall boys who are not equipped too well for a fast running game, but due to their height and ability can do a good job of rebounding and shooting around the basket.

When I speak of having a few tall boys—I mean a coach will be happier if he has at least three. The reason being that if one should foul out or be having a bad evening, or, need a rest the coach would have a replacement and would be able to carry on his same offense. Also, if there are three or more tall boys vying for starting post positions, the competition is very helpful.

Listed below are some of the qualities I look for and try to develop and think boys who are going to play post positions should have:

(a) *Height.* This depends largely on a comparison with the teams to be played. One year a coach may have had boys six feet tall playing the post positions and found they could stand up with any of the other pivot men in the league. Generally speaking, and especially with the emphasis on height in recent years, boys 6 feet, 2 inches *or more* are much more desirable.

(b) *Ruggedness.* He must be rugged enough to stand up under the type of play required of a post man.

(c) *Large hands.* The larger the hands the better – plus a good sense of touch and timing.

(d) *Individual skills.* He should have a good selection of individual fakes, maneuvers and shots.

(e) *Quickness.* He doesn't have to be especially fast as far as the running game is concerned, but he should be quick in his short maneuvers around the basket.

(f) *Aggressive attitude.* He should have a sincere aggressive and progressive attitude toward practice, and a willingness to make the necessary sacrifices to be a great basketball player.

ELMER JORDAN graduated from the University of Idaho in 1942. In addition to his present position, he coached at Sandpoint, Idaho, High School and at West Frankfort, Illinois, Community High School. Mr. Jordan is also athletic director and football coach at Coeur d'Alene. During the past four seasons, 1945-48, his football teams won four conference championships, winning 23 games, tying one and losing none to conference opponents. For the same four years his basketball teams have won the conference title four times, played in the finals of the state tournament four times and last year his team won the crown. His over-all record against Idaho teams for the last four years is 77 won, 7 lost (including tournament play). He was selected as one of the coaches for the first North-South All-Star basketball game played at Murray State College on June 11, 1949.

To go with the post men the coach should look for and develop the following abilities in the boys he plans to use with them as they will be the quarterbacks and in their ability lies the key to the team's offense:

(a) Good ball-handlers, feeders and passers.
(b) Speed and a knack for play-making.
(c) Good shots—both set and on the run.
(d) Again, a sincere attitude toward practice and a willingness to make the necessary sacrifices to be a great player.

In building the double-post offense the coach will find it requires a lot of patience as things will seem awkward at first. The boys' passing won't be too sharp. They will be running into one another and complain about being hemmed in and congested—"no room to operate" is the favorite expression. Therefore, to be fundamentally sound and to help the boys understand what he is trying to get across, the coach should go to the blackboard and diagram the floor pattern with respect to positions on the floor (Diagram 1). Then he should diagram and explain the over-all picture—with the initial pass and cuts as in Diagrams 2 and 3. From these, many options and plays are used.

In Diagram 2, O1 passes to O4 and cuts hard. O2 cuts hard off O1's tail using O1 as a screen. O4 passes to either O1 or O2, fakes to one and passes to the other, fakes to one or both and pivots and shoots or drives in for a shot. O5 swings out, then back for a rebound. O3 slides over for a pass back out and defensive balance.

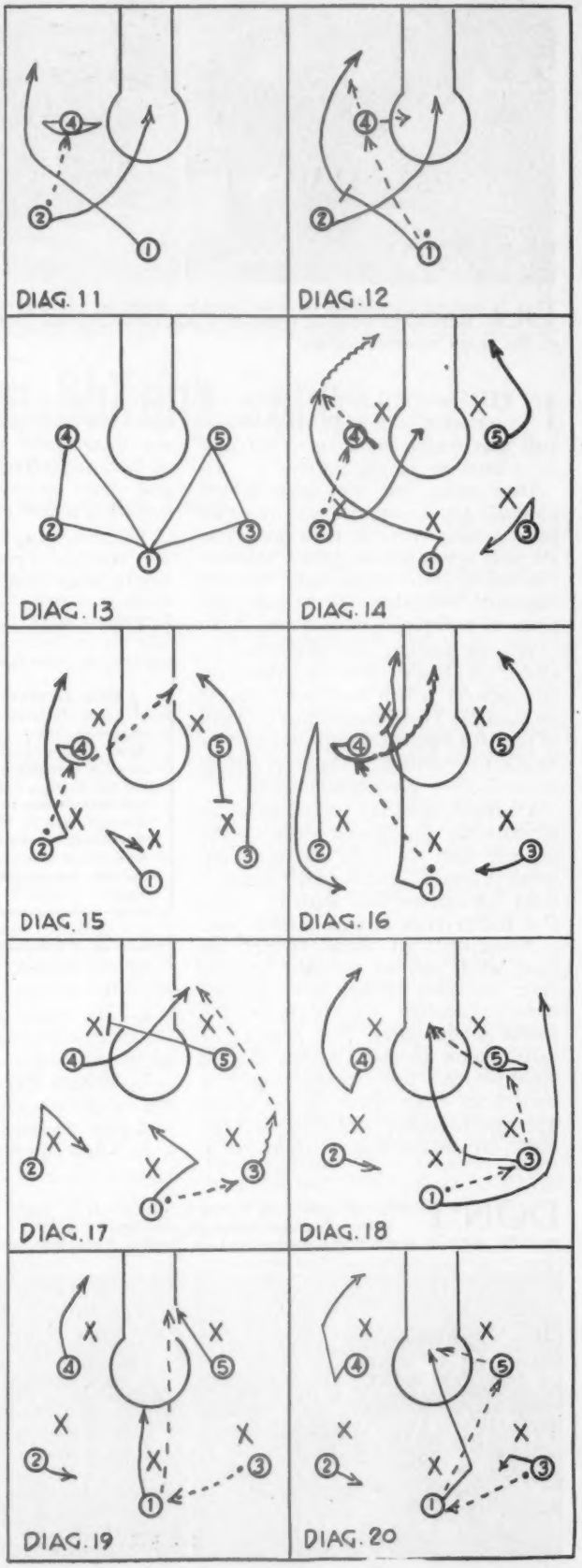
Diagram 3 is the same as Diagram 2 except it involves the other triangle of O1, O3 and O5.

Now the picture is starting to form. We place our two tall boys about two to three feet from the outer edge of the free-throw circle and about in line with the free-throw line (Diagram 1). Our other three boys are out front, with O2 and O3 taking positions a yard or so deeper than O1. All three front men should always be facing the post men and the basket so they can whip a fast pass in to the post any time the defensive man checking the post gets a bit lax or plays him out of position—thereby allowing the post man to pivot and drive in for a lay-up or to take a good hook or jump shot. Passes always should be made to the side of the man away from the defensive player.

Any of the three front players may pass in to the post but it should be done within his own triangle in order to avoid cross-court passes—i. e., in Diagram 2—O2 should not pass cross court to O5 in this particular set-up, but should try to feed his own post, O4.

A simple rule to follow to avoid confusion in the tri-

(Continued on page 44)



DO instruct the catcher on what to do to break up a double steal by using the baseball cap as a signal. Do talk things over with the pitcher and catcher while on the bench between innings.

Speed Up The Game

By JAMES SMILGOFF

Baseball Coach

Taft High School, Chicago

IN THIS article I hope to point out shortcomings in high school baseball that ought to be corrected if it is to increase in popularity.

How often one sees high school baseball games last two and one-half hours or longer, and in most cases these are only seven inning games. Coaches themselves have occasionally become disgusted with this type of game yet little or nothing is done about it.

We, as coaches, are too often inclined to blame this condition on factors over which we have little or no control. These factors are: 1. Lack of practice time in the spring. 2. Poor weather conditions. 3. Lack of equipment. 4. Poor playing conditions.

I believe, however, that much can be done by the players while on the playing field to offset the time-consuming type of game which detracts from fan interest and leads to a general indifference to high school play.

Assuming that these factors are true, when and how should time be taken to teach players how to eliminate unnecessary activity during the course of the game? Fall practice or early season practice affords a good opportunity. The former time is preferable since there is no game schedule to follow and there is little need for assembling a team in a hurry. Players may also be taught to speed up their play during early season intra-squad games. As a matter of fact, more innings can be played and more practice acquired by inculcating a faster tempo.

The following have been suggested by coaches, professional baseball scouts, adult fans, and students as the main reason for the lack of interest in high school baseball. These items result in time-consuming actions that have no relationship to skills, and therefore should be eradicated.

1. Too many coaches take time to do their coaching in games instead of in practice.
2. Players throw the ball around the infield too often between pitches and after an out is made.
3. There are too many huddles between pitcher and catcher.
4. There are too many visits between infielders and the pitcher.
5. Pitchers take too much time warming up between innings.
6. There is no pitcher in the bullpen ready for emergencies.
7. Pitchers and catchers walk toward each other too far and too often after each pitch.

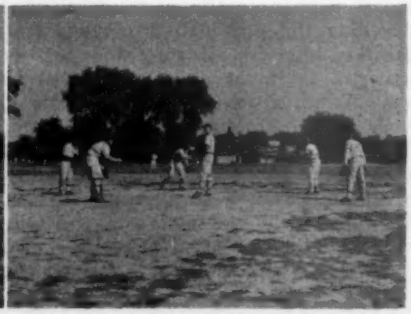
***JAMES SMILGOFF** played baseball at Lane Technical High School in Chicago and at the University of Wisconsin. After playing professional ball he became a farm-team instructor and scout for the Chicago Cubs. He has served as technical advisor for two movie shorts on baseball, and in 1946 was coach, under Ray Schalk, of the United States amateur team. Last year his team at Taft won the city championship.*

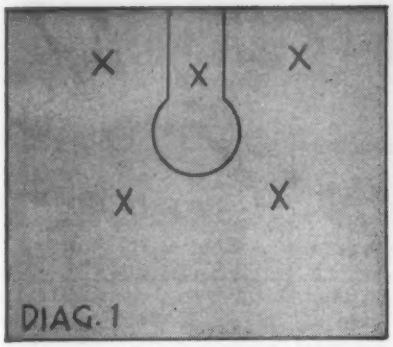
I cannot help but recall the case of a parent, who, being homeward bound from work stopped at the park at five o'clock to see the third inning of a ball game that started at 3:45 P. M. This inning lasted forty minutes with four runs being scored. The fan went home and had his evening meal, returned exactly fifty minutes later to see the last part of the fifth inning. Total game time was three hours and five minutes for a seven inning game. The final score was 9 to 3 and this is not an unusual score.

During the early season practice games of 1942 and 1943 I decided to try an experiment to speed-up play. For seven consecutive practice games in 1942 the players were instructed (and frequently reminded) not to throw the ball around the infield after strike-outs or outs. After a strike-out or an out the ball would be thrown to the pitcher by the fielder who made the put-out. Only one of

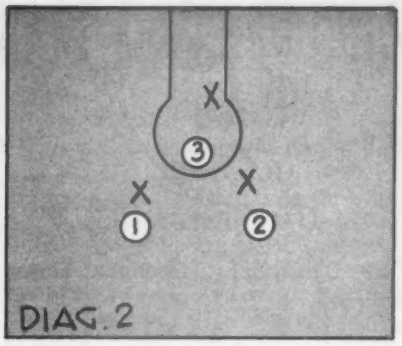
(Continued on page 52)

DON'T stop the game to instruct players. It is time-consuming and indicates poor coaching. Don't stop the game to instruct the pitcher and catcher—it detracts from spectator interest. Don't permit the players to gather around the pitcher in tossing the ball around after an out is made; it takes time and is a waste of energy.

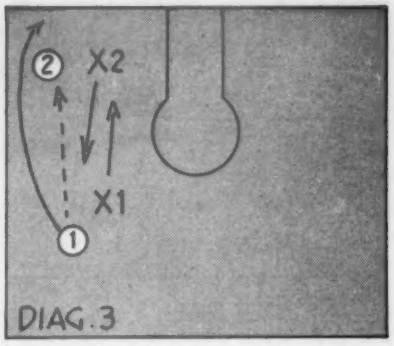




DIAG. 1



DIAG. 2



DIAG. 3

Fast Break from the Shifting Zone

By LEO O'NEILL

Basketball Coach, Jasper, Indiana, High School

THE Jasper High School Wildcats won the championship of Indiana with a zone defense and this is believed to be the only team ever to win the championship of Indiana with a zone. However, many contend that the defense used by the Jasper team is not in reality a zone but a shifting man-to-man. The ten-year record of the wildcats has given them the state's best won record over this period, i.e. of a team playing a major schedule or teams that figure in the state championship picture consistently. Jasper teams have won 31 consecutive sectional games, 12 regional games, 5 semifinal games, and a state championship. They have won 202 out of their last 264 games.

In order to get a clearer picture of the fast break from a zone it will be better to give a few details of the defense and show how it is set up before we use the fast break.

We usually start out in a 2-1-2 zone formation, regardless of the type of offense being employed by our opponents. A 2-1-2 defense is shown in Diagram 1.

We place our men in their zones according to the size of the opposition; in other words, we do not always have our men in the same zones. If their pivot man is 6 feet, 5 inches tall and we have a big man who we would like to have guard him we place him on him in the pivot.

If their guards are small men and we want our small men to guard them we place our small men in the front court (Diagram 2). O1 and O2 are small men; we place our small men on them. O3 is large; we place a tall man on him. This will tend to counteract a weakness in the zone when opponents put big men in a zone being guarded by a small player. Often it is necessary, during the course of a game, for our men to change zones when our opponents get to moving their players out of their normal positions. The point here is that our opponents are changing their game to meet ours.

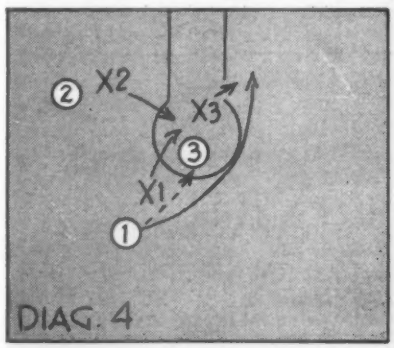
LEO "CABBY" O'NEILL graduated from the University of Alabama where he played varsity basketball. He has coached for twenty years in Indiana high schools during which time his teams have won over 75 per cent of their games. During ten years at Jasper his teams have won 202, lost 62. Last year his team won the state championship.

Another characteristic of a man-to-man defense that we employ is that if our opponents score heavily from one particular spot we move our best defensive player into that particular area, the same as in a man-to-man when one boy scores heavily the coach often switches men to stop him. To summarize, one of our boys may play a certain zone in one game and the next will find him in another, wherever we feel that he can do the most good.

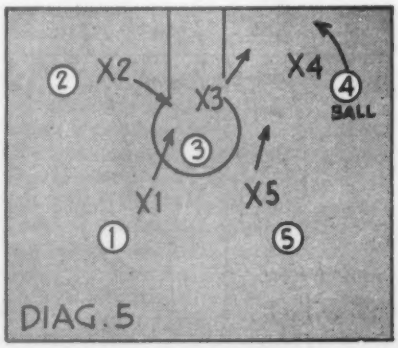
In Diagram 3, I will show where we leave the straight man-to-man and use a shifting man-to-man defense. When O1 moves from the back court to the front court, our man X1 shifts and lets X2 take him. X1 moves back and takes O2.

In Diagram 4 the same thing takes place if the ball goes into the pivot. When O1 passes to O3 and cuts for the basket X3 picks up O1, and X1 takes X3. Therefore, we do match men and we try to shift when the occasion demands.

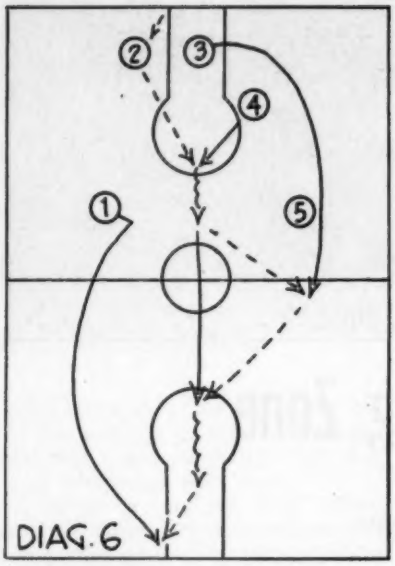
In Diagram 5, I will endeavor to show how the defense has zone characteristics. O4 has the ball in the corner of the floor; X4 plays the man with the ball tightly; X5 has dropped back. X1 and X2 have gone practically to the middle of the court. X3 has stepped back in case O4 reverses and cuts for the basket. All men, including X3, X2 and X1 are responsible for their zones. Illustrations for all positions on the floor could be diagrammed.

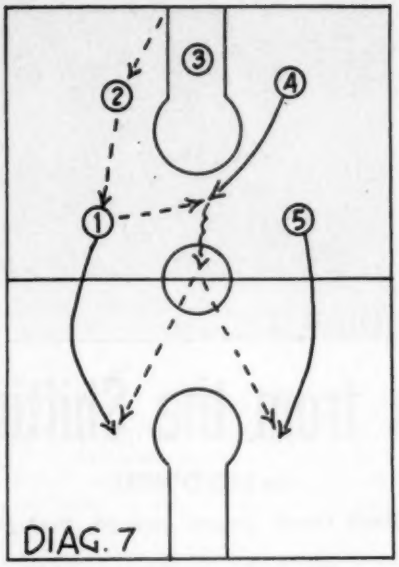


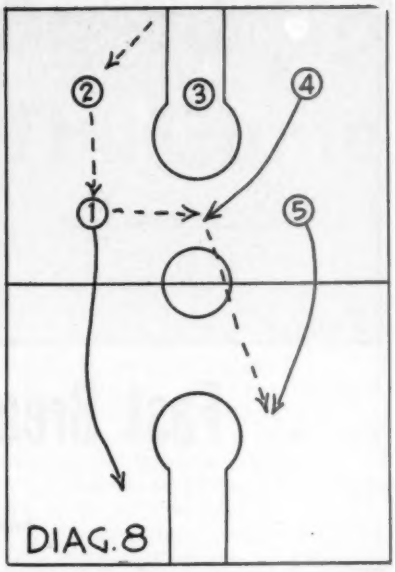
DIAG. 4



DIAG. 5







In all fast-break plays it is our intention to keep at least two men back for defensive purposes. When there is a lack of organization on the fast break we often have too many men down on the break which tends to clutter up the lanes. Three men is generally sufficient. If there is an interception there is nobody back on defense. Therefore, we keep two men back as trailers for defense and if the play fails there are always two men who can receive a pass.

Unnecessary dribbling should be eliminated for the sake of speed, however, several of our fast-break plays show men dribbling. The dribble on the fast break can be a good weapon if it is not used for individual hogging of the ball. When we use the dribble to get balanced for a pass, to locate a teammate or to take the ball to safety, it becomes a desirable weapon.

A few of the advantages that the fast-break type of offense used from a zone has are that men are playing specific areas and are more easily located when the ball is retrieved from the opponents' backboard or from pass interceptions. Also, one can place the men according to size, speed, and rebounding ability.

In Diagram 6 the ball rebounds to O2. O2 hits O4 who has moved to the center of the floor. O4 starts his dribble, passes to O3, who cuts back of O4. O3 passes to O4, who has come up the middle of the court. O4 may pass to O1. O5 drops back on defense.

In Diagram 7 O2 receives the ball and passes to O1. O1 passes to O4 who has broken to the center of the court. O4 has the option of passing to O1 or O5.

In playing a fast-break game in high school we try to limit the number of passes. Our games are played on 74-foot courts and not 90 foot as are college games, so three passes on a fast-break situation limits the possibility of many fumbles and beats the opposition back before they can put up a massed defense.

We try to have all men working the backboards, especially the three men under the basket with the two frontcourt men ready to receive balls that bounce over the heads of the men under the basket.

In Diagram 8 is another fast-break play with the man in the center receiving the ball. The ball goes from

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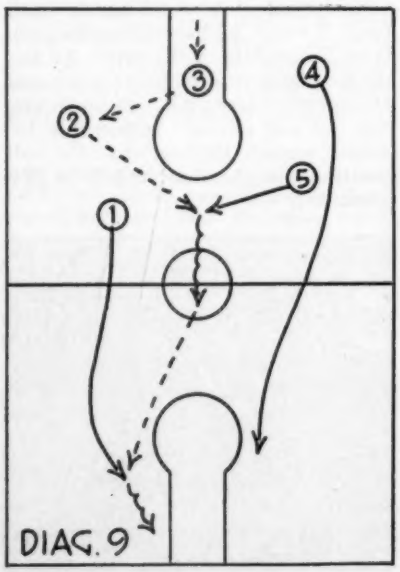
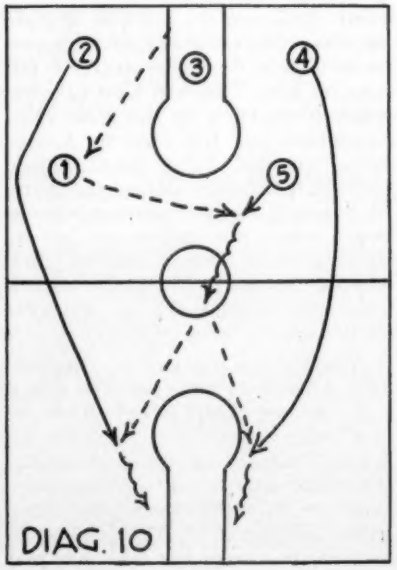
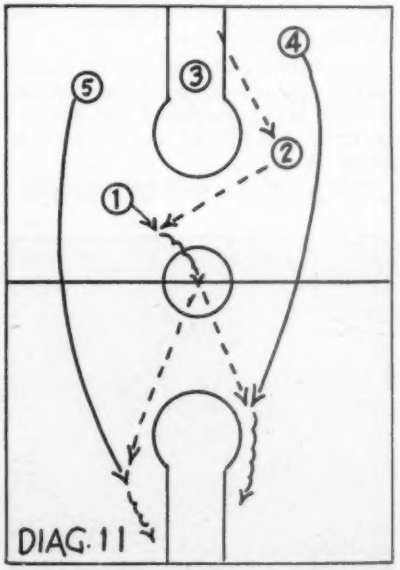






Winning By Good Defense and Ball Control

By B. C. DOOLEN
Basketball Coach, Tucson, Arizona, Senior High School

THE game of basketball as played today, has become a highly scientific game. Most coaches who have been successful over a period of years have come to some conclusion as to what has helped them most to have good teams. I believe that a good defense and proper ball possession will pay off.

Good defense is more responsible for winning games than good offense. There is no such thing as a foolproof offense. I believe that too many coaches neglect defense and lean toward the more easily-taught offensive skills. Defense should be given more stress than offense for two reasons at least: First, the average boys who report for high school basketball are offensive-minded; they enjoy shooting and have spent a lot of time at this phase of the game. They must therefore be taught defense and defensive footwork, all of which is new to them. Second, a team's defense is more consistent than its offense, because scoring tends to become erratic at times. Defense should be given at least an equal share of time in practice sessions—something I believe few coaches do. Offense is easier to teach and is liked better by the boys, hence it has taken up a greater part of most practice sessions. In starting our fall practice here at Tucson, we spend a lot of early season work on defense —especially on individual defense.

Selection of Players

I want a boy with fiery competitive spirit, one who is enthusiastic about the game and who wants to play more than anything else in the world. I want a boy who wants to learn and who pays strict attention to all the things that are said and done. I eliminate players who are not hustlers and fighters. Some coaches eliminate first on fundamentals—I do not. Give me the boy who is a hustler and has a fighting heart and I will have a basketball player. I want a player who is loyal to the team and loyal to the coach. Team and coach co-operation is a great thing in building winners. I want a boy who will accept the decisions of the coach as best. I want good sportsmanship at all times; at home, at school, on the basketball floor and on trips.

Every player must put forth honest, determined effort in every practice; if this is done they will put out their best in games. I believe that the boy who does not put out in practice may be the one to let his team down when the going gets tough.

Individual Defense

The first principle I try to teach is floor superiority. Players should have "position" at all times. This entails proper balance, being the right distance from one's man and in a position to watch him, the ball and as much of the playing floor as possible.

We work on the principle that a good defense is an effective offense. Being on defense requires more mental activity. A good defensive man must be both mentally and physically alert at all times. I tell my boys, if they want to loaf to do it when they are on offense, never on defense.

We spend a lot of time with a one-on-one set-up, one defensive man guarding one man on offense. The defensive man's job is to prevent a shot, prevent a dribble in for a lay-up and to keep the offensive man out of position for a rebound. Then we work on guarding the man without the ball, keeping him from freeing himself for a pass.

Team Defense

On team defense we use an aggressive all-court defense, especially when we are behind in the game. We work on the theory that if we want the ball we must go get it. We try to make the man hurry his pass and make him pass badly.

The crowd likes to see this kind of defense, and with it we upset many offenses; when we do we are in the scoring area if we get the ball. This often turns the game into a wild scramble and we expect to get the better of the battle because we have a planned attack.

We switch very little, but when we do we are careful not to make it too quickly, for the man taking the ball may pivot and shoot, or fake and dribble in for a shot. We try to call our switches and work them as fast as possible. This switching must be practiced a lot so that the defense works together. Early in the season we do very little switching, but as the season progresses we switch more because the boys are more used to each others' play and do it more effectively.

Rebounding

We all know that height plays an important part in rebounding. Rebound recovery requires skill. Many small players are good rebounders because they have techniques that are good in ball recovery. Some of these techniques are jumping ability, good timing, quickness of hands and arms and proper position that will screen opponents out of position for rebounds. A good rebounder will study the flight of the ball to the basket and at the same time get his position on the floor.

After getting a defensive rebound the player must know how to land and how to get the ball away from the opponents' end without getting a tie ball or making a bad pass. We practice getting the rebound and lighting with the feet well spread, knees flexed, elbows out, the body in a crouched position so as to have a solid base. Our first move is a fake and dribble out toward the sides, being careful not to get tied up or make a bad pass. I don't want any cross-court passing in front of the opponents' basket. Defensive rebounding is very important in possession ball. We believe that our opponent will get only one shot and if it is missed we will get that ball. We want more than two men on rebounds and will always sacrifice the possibilities of a fast break to have all men on defensive rebounding. We practice on this every day, both individual and team rebounding. By having it a part of our daily practice we hope

(Continued on page 56)

THIS is the second article by B. C. Doolen to appear in the Athletic Journal. His first, entitled "Back to Defense", appeared in the December, 1948, issue. During fifteen years at Tucson his basketball teams have won four state championships—including last year and this year. He has an all-time coaching record of 613 victories against 102 defeats.

Storage of Athletic Equipment

By FRANK J. MURRAY

Instructor of Physical Education, University of Florida

THE storage of athletic equipment has always been a problem everywhere, and especially in the Southeastern United States. Climatic conditions, hot and humid days and damp nights encourage the growth of green mold (which is most destructive to leather) and moths.

By careful and proper storage of athletic equipment, enough equipment may be saved to cut the athletic budget in half. It is therefore, of utmost importance that every precaution be taken to prolong the life of athletic equipment. The following methods of storage have been carefully scrutinized and found to be sound and sensible.

The value of a check-out system is clearly shown at the end of a season when it is time for the equipment to be checked in. The coach should make an announcement as to the time that the equipment will be turned in and should make an effort to have all the available assistants help him during the check-in time. Too often the boys bring in the equipment when they feel like it. This is especially true when there has been no definite time and system worked out for the checking in of equipment by individual players.

In many instances equipment is thrown in the corner and left to collect dust, dirt and mildew until the next season. Under such conditions players do not hesitate to "divide the spoils" by carrying off any desired items of equipment they may wish to possess. However, when a definite system of checking equipment in and out has been used, losses will be noted and they must be accounted for by the player to whom the equipment is charged.

This picture shows the advantages and the use of the double hall-tree method of storing shoulder pads.

Storage of Leather Balls

Storing inflatable balls is a process that requires a great deal of thought, care and attention, because nothing can ruin a ball as quickly as idleness. Unless a ball is stored properly it will be of very little use during the coming year. When balls are stored for the off-season they should be cleaned thoroughly with a good ball cleaner and slightly deflated, but a ball should never be deflated more than one-fourth its normal playing pressure. Balls with bladders should never be folded or crushed because the moisture in the bladder will cause it to stick together and dry rot. When balls are stored for the off-season, every effort should be made to have them stored in the same containers in which they were shipped. This will prevent their coming in contact with each other. Leather should not be exposed to high temperatures; balls should not be over-inflated or under-inflated and should be stored in separate containers.

Storage of Shoes

When storing shoes for the off-season, they should be cleaned and shined and placed on shelves for the time being. The amount of cleaning to be done depends largely upon the condition of the turf during that last game and the condition that the shoe was left in. If mud and lime are allowed to cake and dry on the shoe it will have to be removed with a buffer brush or soap and water.

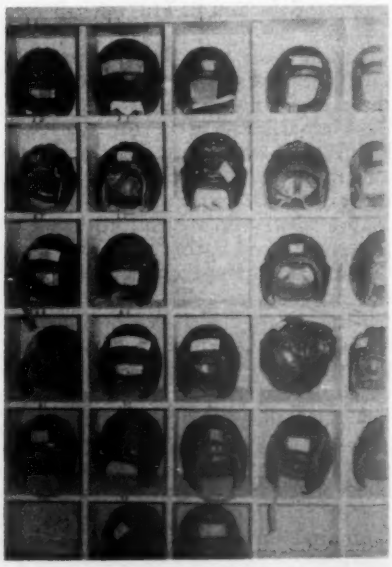
Mud scrapers should be kept in the equipment room and, whenever possible, mud should be removed from shoes before it dries. A stiff brush, preferably with one row of bristles, should be used to clean out the crease between the soles and uppers which is commonly called the welt seam. If mud and lime are permitted to remain in this area they will form an acid that will eat the thread and leather and soon make the shoe unusable.

A wet shoe should be dried at normal room temperature. If leather is dried too quickly it loses its natural oil and tends to become brittle. Shoes can best be dried by taking the tongues out and pulling them over the toes to allow proper ventilation.

When the leather has dried out completely, a thin coat of light paraffin oil or linseed oil should be applied to the shoe and gradually worked into the leather with the hands. The shoes should then be wiped off and allowed to dry again after which they should be polished with 2 in 1 shoe paste.

(Continued on page 57)

This picture is an example of how helmets can be stored in individual bins according to the number of the player who is to use it. The helmet can also be stored in these bins for the off season.



FRANK J. MURRAY attended the High Point College in North Carolina where he earned letters is football, baseball and basketball. After serving in the Marine Corps he attended the University of North Carolina where he graduated and received a Masters degree in 1948.

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So This Is Education

THE current issue of the "Journal of the American Association for Health, Physical Education and Recreation" carries an editorial signed by William P. Uhler, Jr., entitled "So This Is Education." Mr. Uhler has a definite dislike of football and exercises his right of freedom of speech and the press to expound his dislike.

There are several items that we feel should be answered. To begin with Mr. Uhler states: "It is claimed that football develops initiative, courage, strength, etc. Let us consider initiative. Who is it, who exercises initiative when the coach outlines every move?"

Apparently Mr. Uhler never played or coached football. In fact, we would like to know if he ever questioned any high school or college players along these lines: "In a football game do you or do you not have any opportunity to display initiative?"

Coaching football, like all education, is merely teaching fundamentals. Learning to drive an automobile is a relatively simple matter, but the ability to make quick decisions and alter the basic fundamentals when the occasion arises is the mark of a good driver and, incidentally, displays initiative or the ability to initiate a different course of action. As Bernie Bierman states in his book, "Winning Football," the boy who plays through an entire game must make 250 decisions. On the majority of these he has to act within a split second. During this time he must make an observation and, in a rapidly changing situation, size up the entire scene and then act. His success as a player he finds in no small measure depends upon his ability "to make observations and base decisions on them with lightning-like speed and correctness."

It should be obvious to any observer of football, or to any other sport for that matter, that seldom does the opponent do as it is planned he will do. To meet this change in plans is the ability to display initiative.

Fritz Crisler says in his book "Modern Football," "If he (the quarterback) tries to play too much by rule he becomes mechanical, loses his initiative, and with that the confidence of his teammates."

Few coaches today, with the changing defenses in use, attempt to guide their team on offense from the bench. Certainly Mr. Uhler could not have referred to the signal-caller or to the player who designates the defensive alignment. Frank Leahy in discussing quarterbacks in his excellent book, "Notre Dame Football—the T Formation," says "we desire a man who has initiative and willingness to make an outstanding move."

Dana Bible in his book "Championship Football" states his belief in initiative when he says, "As for mechanics, most of a coach's working hours are spent attempting to augment the skill of his players in the execution of individual and team maneuvers, yet when he has done his best, if he has only a bunch of automatons going listlessly through their paces, he does not have a football team worthy of the name."

If by chance Mr. Uhler did coach and had a bunch of automatons as Dana Bible so aptly put it, we wonder how successful they were. Until proven otherwise we are inclined to take the word of these successful coaches and others that football builds initiative for those who play it.

One other argument of Mr. Uhler's editorial struck our eye, and we can't let it pass without attempting to answer it. Mr. Uhler says, "If football develops health, courage, strength, etc., would it not be a good idea to take all those pupils who conspicuously lack these qualities and make up the football squad from among this group? Isn't it true that football, on the contrary, gives an opportunity for those who have these qualities to put them into practice?"

Mr. Uhler, debating develops poise, ability to think clearly and quickly, good elocution, etc., yet it has never, to our knowledge, been done that those who conspicuously lack those qualities make up the debating squad. Isn't it true that debating, on the contrary, gives an opportuniy for those who have these qualities to put them into practice?

The writer is one of those unfortunates who cannot sing although he appreciates and enjoys music. During his school days it was never once suggested that he should come out for the school opera or glee club.

Mr. Uhler also says, "While we are at it we

(Continued on page 63)

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A Rating Scale for Analyzing Motion Pictures of Football

By HARRY J. MILLER and RALPH C. BEDELL

WHENEVER a discussion arises concerning the place of motion pictures in the program of an intercollegiate department of athletics, it first becomes necessary to determine the purpose for which the pictures are intended. There are numerous schools of thought on this subject at the present time, and each in its own way has contributions to make to the over-all picture. It is believed, however, that the present uses to which the motion pictures have been put is, in only a small way indicative of the vast number of possibilities open to investigation. With this thought in mind the writers decided to undertake the task of devising a rating scale that could be applied to motion pictures of football participation and to determine the different types of information that could be obtained from the data gained by the application of the rating scale to the motion pictures.

A rating scale was devised and presented to eight members of the coaching staff of the University of Nebraska. Each of the coaches was asked to assign a numerical value ranging from zero through ten to each of the particular types of play shown on the scale. On the completion of the evaluation an arithmetical average was determined for each category. This average, rounded to the nearest whole number, became the numerical values that were assigned to their appropriate descriptions of play situations. The following is the final form of the Miller rating scale of football performance for motion pictures.

Linemen — Offense

The charge is low and hard, contact is made with the opponent and he is driven out of the play. If the play occurs on the weak side of the line, the player goes down field and executes the proper block on the secondary in a satisfactory manner. In the case of ends on a pass play, they would be required to execute the proper pass pattern. In addition to correct and effective blocking the center must deliver an acceptable pass to the correct backfield man. *Numerical value*—10.

The offensive charge is effective although it is very poorly executed. The poor execution may be the result of a number of things. These we are not interested in at this time, merely evaluate the man's performance as it relates to his known assignment. *Numerical value*—8.

The player makes the initial charge correctly and contacts the opponent momentarily. The contact is not sustained, however, and the opponent escapes from the block. The ability or the technique is lacking even though the intention is good. *Numerical value*—6.

The player makes the initial charge correctly but is warded off by the opponent in such a way as to make the intended block ineffective. The offensive player is trying to make the correct block even though the attempt is not successful. *Numerical value*—5.

The offensive player fails to make the correct block; this includes blocking the wrong man. In the case of an end, the wrong pass pattern is followed. The center makes a bad pass, either low or high or to the wrong man. In this rating the player makes an attempt at the execution of a block but his energy is expended in the wrong direction. *Numerical value*—3.

The player does not attempt to execute his known assignment. This may be due to the player being either tired or confused as to his assignment. It is possible that the lack of execution is due to any of a number of outside forces. Keep in mind that we are interested only in the actual execution of the known assignment and not in the reason for the failure. *Numerical value*—0.

Linemen — Defense

The defensive charge is low and sustained. The path corresponds to the one necessary for the correct functioning of the defense. There is a maximum of effort exerted and that effort is directed into the proper area. It is impossible for the men on the side of the line away from the path of the ball to receive a numerical rating greater than 9. This is done because the author does not believe that there is as much actual performance necessary for the near perfect functioning of these men. *Numerical value*—10.

The charge is low and sustained but the path followed is not the one outlined by the coach. The path followed does not result in a direct loss but it might have if the offense had seen and taken advantage of it. Any man on the weak side of the line (the section of the line that is not directly concerned with the path of the ball) should have this rating if he executes his assignment as the coach has instructed. *Numerical value*—9.

The defensive charge is low and hard with very little regard for the prescribed path. It might be classed as a "blind" charge since there seems to be no thought behind the movement. However, the fundamentals of the charge are correct as far as the type of stance, elevation of the body, and use of the hands are concerned. *Numerical value*—7.

The charge is low but the attack is not sustained. The boy advances across the line and makes contact with the opponent but after doing so he ceases to advance and merely waits for the offense to come to him. This would be the natural play of certain types of defensive formations and the individual doing the rating must be sure that he clearly understands just what the defensive assignment is. *Numerical value*—4.

The boy makes an honest attempt to carry out the known assignment but due to any of a number of rea-

***THE** authors of this article are both affiliated with the University of Nebraska. Harry J. Miller is an assistant coach and Ralph C. Bedell is professor of Educational Psychology and Measurements. This article is an abstract of a thesis done by Mr. Miller and should prove quite valuable to coaches in attempting to evaluate their teams' performances.*

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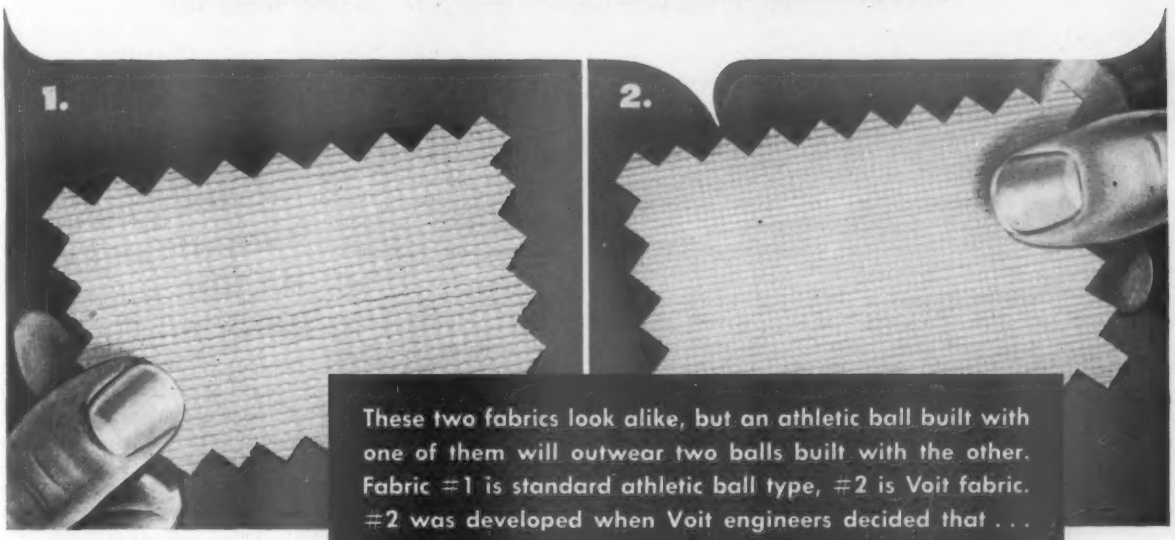

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sons he fails to succeed. The charge is either high or directed in a definitely wrong direction. Regardless of the outcome the fundamental charge is very poor.—*Numerical value*—2.

There is no incentive shown by the player to carry out the known assignment. *Numerical value*—0.

Backfield Men — Offense

The man does one of the following on each play: 1. Executes blocking assignment. 2. Executes pass pattern correctly with necessary fakes. 3. Carries ball over prescribed route taking advantage of interference. 4. Passes to open receiver. *Numerical value*—10.

The man executes in the following manner: 1. Makes contact on block but does not sustain contact. 2. Executes improper pass pattern. 3. Carries ball over wrong route. 4. Passes into covered area, not intercepted. *Numerical value*—4.

The man executes in the following manner: 1. Misses block completely. 2. Does not execute any pass pattern. 3. Fumbles ball at start or during run. 4. Passes and is intercepted or fumbles during pass play. *Numerical value*—0.

Backfield Men — Defense

The man does one of the following: 1. Covers man or area during pass play. Comes up on running play to make or assist on tackle. 3. Linebacker goes into play correctly. *Numerical value*—10.

The man does one of the following: 1. Attempts to cover man or area correctly, however, pass complete or near complete. 2. Comes up on running play but uses poor judgment or selection of direction. 3. Linebacker drives in on play but makes poor choice of direction of play. *Numerical value*—4.

The man does one of the following: 1. Does not cover pass. 2. Does not come up on running play. 3. Linebacker does not drive in on play to assist the line. *Numerical value*—0.

Upon the completion of the rating scale a group of six motion pictures were selected from the files of the department of athletics at the University of Nebraska to which the scale was later applied. These pictures were so selected as to present a season playing record of the squad members. Each picture included all, or nearly all, of the plays in one conference game. The reason for this manner of selection was to facilitate any future investigations that might materialize in this or an associated field.

The data obtained from these six pictures was treated by the application of a statistical method, the analysis of variance. Due to the complexity of the statistical process and the amount of space necessary for an adequate consideration of the techniques involved, only the results obtained will be given in this article. The following is a summary of the outstanding results as indicated by the application of the analysis of variance:

1. There are elements in the method of play, or in the position played, or in a combination of these two, that are significantly different from the individual characteristics of the players.

2. This analysis of variance indicated the desirability of considering each player in relationship to his offensive and defensive play and the position being played.

3. Some combination between offense or defense and backfield or line is more significant than differences among players.

4. The players learned both the type of play and the position played as one integrated pattern rather than as separate entities.

A further consideration of the results from the scale was accomplished by comparing graphs of players' performance with interview reports from the players. A graph based on the Miller scale was constructed for each of the players showing his offensive and defensive play by quarter per game for the entire set of six games. By connecting the points of the offensive play it was possible to observe, graphically, the play pattern of the individual as far as his offensive play was concerned. In like manner a defensive play was plotted and the resulting defensive play pattern could be observed. Each individual was interviewed to determine if there was any reason why he was playing one particular way or another. The results of this comparison were then considered and the following conclusions drawn:

1. The rating scale may be used to distinguish differences in proficiency which are important in analyzing the causes of player performance.

2. The major variations found in the various graphs were due to one of three causes; injury, mental turbulence, or lack of proper physical condition. The absence of all three conditions resulted in a relatively even or non-varying performance.

3. The more actual varsity experience a particular player has, the more closely his offensive and defensive play lines correspond.

4. Backfield men show a greater degree or variation than do linemen.

5. The defensive play of players is somewhat more easily recalled than is the offensive play.

6. The ability to recall varies broadly among individuals.

Continued work with the scale has convinced the authors that there are innumerable possibilities for application beyond those mentioned in this article. Undoubtedly the active and alert coach and his staff would discover uses that have not occurred to the authors. It does seem appropriate, however, to discuss some of the more obvious implications of the use of objective measurements in analyzing football competition as these measurements are illustrated in the Miller scale.

By the careful use of the Miller scale a coaching staff can determine the weaknesses and the strengths, offensively and defensively, of both the individual players and the team as a whole. With this material on hand and with the co-operation of the members of the staff, it is possible to determine the cause of the inefficiency of the players found low on the scale and either correct the individuals' faults or correct the error in coaching, whichever seems evident. By doing this the entire play of the team will be improved and the individual concerned will have been relieved of his frustration, either mental or physical.

The rating scale may be applied to the motion pictures taken of the varsity games, or scrimmages, or both. As the season progresses, a running graph may be made available for the individuals to observe and note their progress.

If a school's department of intercollegiate athletics maintains a guidance service for its players the results of the rating scale would be of definite value in pointing out irregularities in the behavior of any of the participants during the period of tension found in the playing of a football game.

Although the conclusions presented in this article are drawn from data derived from analysis of motion pictures, it is believed that there are many elements of this scale that could be applied to direct observation of football competition. Obviously the motion picture has the advantage of permitting a review of ratings and, thereby, probably permits a more stable result with the use of the scale.

(Continued on page 53)

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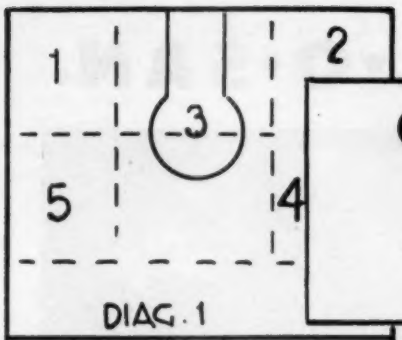
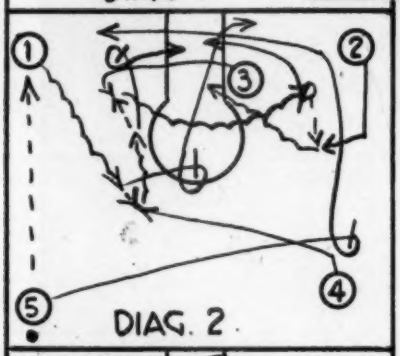
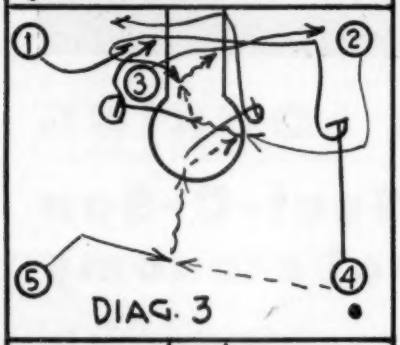


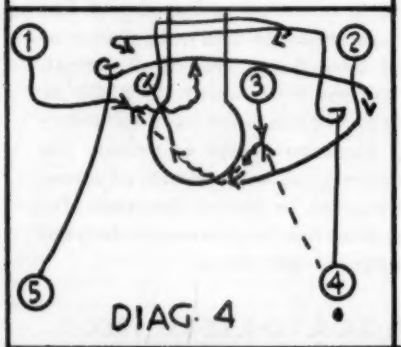
DIAG. 1

Composite Offense Against A Man-to-Man Defense

By GLENN STOKENBERRY
Basketball Coach, Fayetteville, Arkansas, High School


DIAG. 2


DIAG. 3


DIAG. 4

HERE at the Fayetteville High School, we use two types of offense when meeting the man-for-man defense. The first we call the end-line screen roll, the second is the split post.

Many coaches call this type of game "controlled basketball," and have the impression that it is a type of keep-away or deep-freeze basketball. This is not true. We do, however, place a premium on possession and stress the ability to handle and protect the ball.

We emphasize the fact that one bad pass or violation which would give the ball to our opponents might easily cost our team a field goal and at the same time give the opposition an opporunity for two points. There is no place on our squad for the individual who insists on taking "hurried" or "chance" shots. We are willing to bide our time and depend upon clever ball-handling, screens, and deception for the opportunity to score.

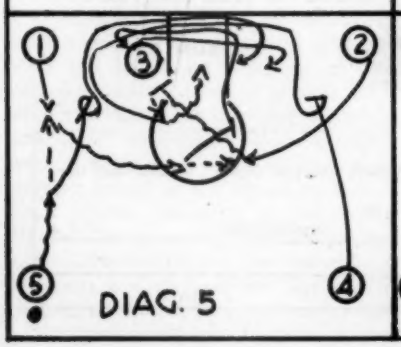
Possibly one of the greatest assets of this offense is the fact that the defense cannot relax at any time. This is especially true of the end-line screen roll. Since all five of the offensive men are constantly moving, cutting and screening, any lapse in the defense will give an opportunity for a score.

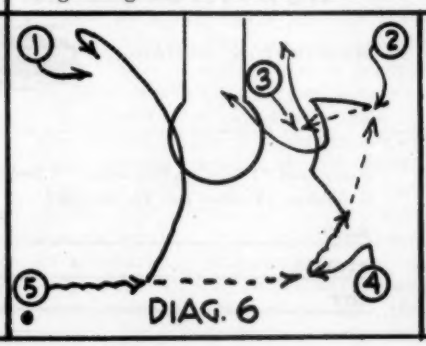
For this type of offense certain drills are used throughout the basketball season. We use the grapevine drill, employing three men at the beginning of the season and later using five. The "zig-zag" roll and lay-up drills are practiced every day of the season. In preparing a team for this type of offense the coach should realize that fundamentals are a must.

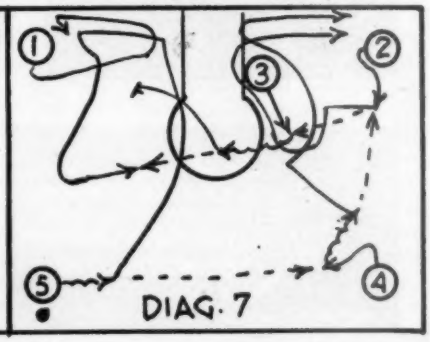
Teaching suggestions for the end-line screen roll: keep the offense well spread; designate or number the areas and make every effort to keep only one man in each area at a time; never handle the ball outside of circle more than three times without bringing it down to or beyond the free-throw line; every time a passer passes he must move; the passer must make a pick or split on every pass; the passer must go to base line. Diagram 1 shows the five zones or areas.

In Diagram 2, O5 starts the continuity by passing to O1, moving to his right and screening for O4. O1 dribbles into the area vacated by O5 and passes to O4 who has moved toward the top of the free-throw circle. O4 dribbles with his outside hand to his left and behind the screen that has been set up by O1. If O1's screen is successful, O4 may go all the way for a lay-up. In this case, however, he keeps the ball and passes to post man, O3, who has moved into area vacated by O1. After receiving a pass from O4, O3 dribbles across the free-throw area and passes to O2 who has moved down the side line to O4's original position. O3 sets up a screen enabling O2 to drive around for an open shot.

In Diagram 3 the pattern starts with O4's pass to O5. O5 passes to O2 and O2 passes to O4. Note that


DIAG. 5


DIAG. 6


DIAG. 7

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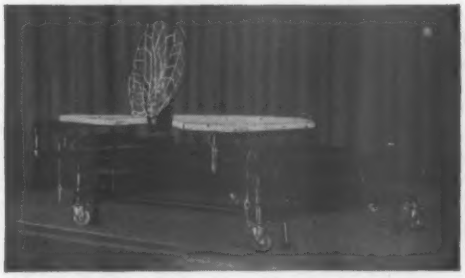

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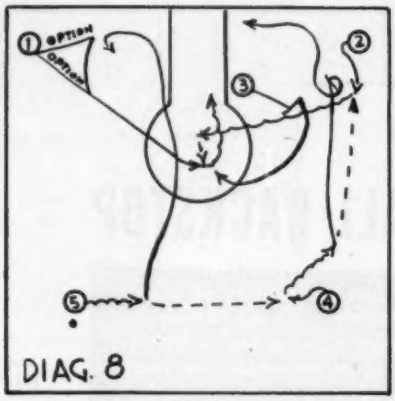


O1 maneuvers and drives inside O4 to the end line. Since O4 has come off the front line and drives through and across, he has made it exceedingly difficult for X4. With O1 driving through we have flattened the end line in that area.

In Diagram 4 the initial pass goes direct from the guard to the post. As the ball goes in, both guards should drive straight and hard for the end line picking up good roll-offs and screens on defensive men X1 and X2. We get a flattened end-line situation immediately. The continuity is as follows: O4 to O3, O3 to O2, and O2 to O1. This pattern could go on indefinitely by keeping the center area open and the defense spread, exchanging positions, and looking for open cutters under the basket.

Diagram 5. O5 starts the option by using a sharp drag-dribble drive and going as deep as possible to set the post. This enables O1 to cut by and receive a hand-off from O5. O1 drives toward the key-hole and passes to O2 who cuts behind the screen of O4. O4 continues to the end line, moving to his left. O5 continues to the end line moving to his right. O3 button-hooks and moves to his right. O2 should fake a shot before starting his dribble. O4 should fake to his left, then drive hard toward the key-hole and receive a pass from O2. If O4 is not open he can continue the pattern by passing to O5 or O3. With all men continually cutting, screening, rolling off, and driving to the end line this offense can really penetrate.

The following diagrams illustrate the split post offense. Diagram 6. The offense is well spread. The guards are well out on the floor, the forwards are near the end line 1 or 1½ yards in. The forwards should line up facing the basket with their heads in line with the basket's outside rim. The play starts with O5 driving to his right and hitting O4 who shakes loose to meet the pass. O4 drives right and hits O2 who comes up to meet the pass. As the ball goes into O2, O5 quickly drives toward the basket and button-hooks out along the end line. O1 moves out and in for a good rebound position. When 02 receives the pass he sets to shoot, then hits O3 who gets open on the post. O2 and O4 now split the post with O2 driving first. This play may be worked from both sides.

***GLENN STOKENBERRY** graduated from the University of Arkansas. He has been basketball coach at Fayetteville for the past seven years. During this time his teams have won 129, lost 52, played in the state tournament four years and have won the state championship twice, in 1948 and '49.*

Diagram 7 illustrates the continuity when the players have split the post as shown in Diagram 6 and post man O3 retains possession; he simply lets the cutter pass, and dribbles with his left hand toward the top of the free-throw circle. When forward O1 observes this maneuver he drives toward the basket. If O3 cannot feed him for a lay-up he button-hooks out along the end line and gets ready for a quick split from his side of the floor. Simultaneously guard O5 cuts toward the key-hole for the pass out from pivot man O3. The original splitters, O2 and O4, have quickly moved back out along the end line to maintain the proper spread. This same play may be run from the left side of floor.

Diagram 8. This is an option that may be taken while the players are maneuvering for an ideal split, especially when the defense goes into a tough sink and refuses to spread. O5 starts a right dribble and hits O4 who shakes loose to receive the pass. O5 drives hard for the basket (this initial give-and-go is always important to keep the defense honest) and button-hooks to the end line. O4 dribbles to his right and hits O2 who comes up to receive the pass. Upon receiving the pass, O2 sets to shoot while O4 drives through, screens X2 and rolls off. O2 then drives hard on a left-hand dribble, picking up a double screen from O4 and O3. He goes all the way if possible. If unable to he sets post and hands off to O1 who has faked down the end line and driven over teammate O5. O1 will either get a clean lay-up or a one-hand set shot from the free-throw line. The same play may be run from the opposite side of the floor.

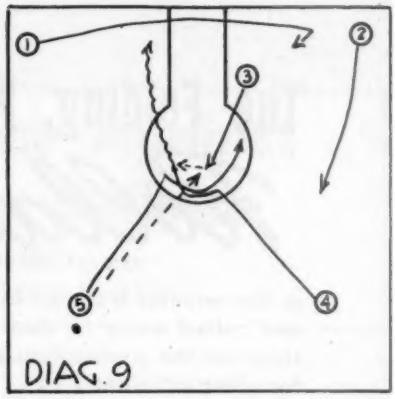
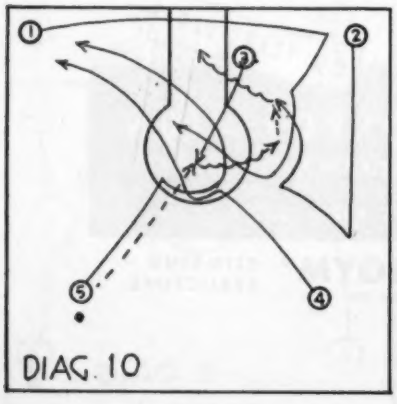
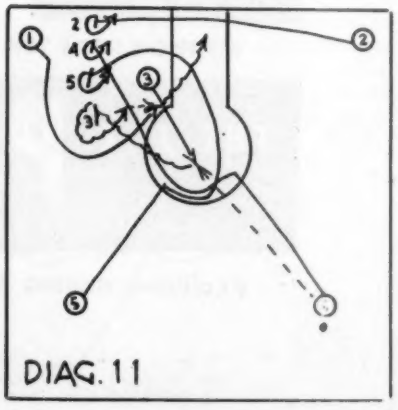


Diagram 9—Split post from the top. O5 hits O3 who has moved up fast in order to get open at the top of the circle. O1 drives across the end line as the ball goes in to O3. This maneuver will open up the entire left side of the floor for O4 to drive in for a lay-up if O3 can successfully pass to him from the front split. The passer should always go first.

Diagram 10, is the same as Diagram 9, except the post man, O3, keeps the ball and dribbles to his left, set-

(Continued on page 41)





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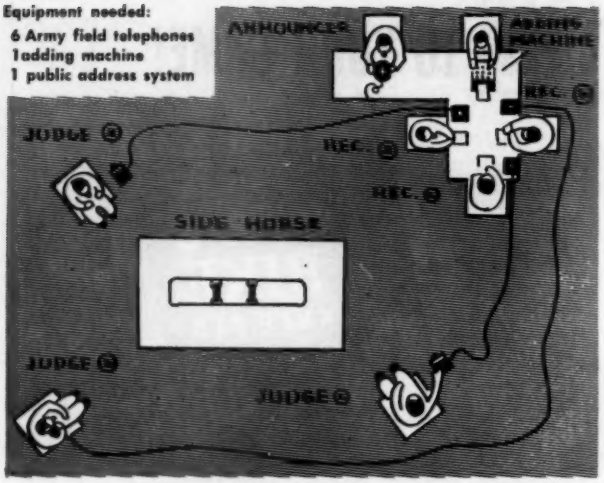

Speedline Method for Scoring Competitive Gymnastics

By PAUL C. ROMEO

Gymnastic Coach, Syracuse University

SPEEDLINE is a new method of transmitting, totaling and announcing scores that puts new life into the old sport of competitive gymnastics. The introduction of this system at Syracuse University has proven to be an advanced step in competitive gymnastics and has also increased the element of suspense for the spectator.

The Speedline method consists of utilizing army field telephones for the transmission of scores by the judges to the tabulating table. Essentially, it is a well-planned communicating system between the judges, the scoring table, and the announcer.

Each judge is furnished with a private phone that connects him directly with the scoring table (See diagram). In order to save time, insure accuracy, and guarantee the privacy and secrecy of the individual judge's scores, each judge talks only with his assigned receiver. Each receiver, upon receiving the verbal score from the judge, writes it on a slip of paper. The receiver calls the score in or hands the paper to the adding machine operator who totals the scores of the three judges. The total score is then announced over the public address system and the name of the next gymnast is called. The above procedure takes approximately four seconds (according to stop watch tests) from the time the last judge calls in his score, to the time when the total score is announced over the loud speaker system. It is understood that the announced scores are not made official until at the conclusion of the event whereby the judges scores are then checked.

The Speedline Method at Syracuse University was developed in July 1948. It was given its first official try at the Syracuse University-Cortland State Teachers College Gymnastic meet on December 15, 1948, and was very impressive to both the participants and spectators. It was then used in the Penn State-Syracuse University Gymnastic meet, February 12, 1949. As a result, interest was shown by Eugene Wettstone, Coach of the Penn State Gymnastic Team and he, in turn, used the Speedline Method when his team met Army the following week at Penn State. It was Coach Wettstone's opinion that "with the Speedline Method we have found our meets move more efficiently."

The Eastern Intercollegiate Gymnastic League adopted the Speedline Method for use in the coming 1949-1950 season. It was also found that there was excellent spectator interest throughout the Niagara District A.A.U. Senior Gymnastic Championships which were held April 2, 1949, at Syracuse University. In this meet five judges were used with the high and low score being eliminated. The score of the gymnast was announced upon the completion of his exercise, before the next contestant was up. The Speedline Method was also utilized with a great deal of success by the Section III High School A.A. of New York State Gymnastic Championships at Clinton, New York, March 26, 1949, and the Proctor High School Meet, Utica, New York—Onondaga Valley Academy, Syracuse, April 8, 1949, at Syracuse.

***PAUL ROMEO** is responsible for this new scoring method for gymnastic meets. One of the outstanding merits of his system is that it eliminates the runner who must go to each judge and collect his slip after every stunt. It also makes it possible for the score of each gymnast to be announced before the next man is up.*

The Army field telephones No. 8EE cost approximately $12 each. They may be secured at any Army and Navy store. Most of the universities and colleges that have an R.O.T.C. program should be able to borrow them from the R.O.T.C. headquarters. Cheaper phones may be secured but this is not recommended as they do not have the durability and reliability that the Army field phones have. A number 18 or 22 wire with a synthetic coating is used in connecting the receiver's phone to the judge's phone. This wire is approximately one-eighth of an inch in thickness.

With a gymnasium set up for a gym meet, the field phones may be moved easily and quickly to each apparatus upon completion of the exercises. As far as gymnasts stumbling over the wire is concerned, it is very unlikely and has yet to happen. Generally, the gymnast walks (not runs) up to the piece of apparatus. It is recommended that before the Speedline Method is used in actual competition, it be tried out two or three times in inter-squad meets, thus assuring a smooth working group at the scoring table.

Advantages of the Speedine Method:

(1) Eliminates the runner, whose duty was to pick up the scores from each judge and carry them to the scoring table, and this consequent loss of time.

(2) Promotes keener competition because each contestant knows the score of the gymnast who has completed his exercise just before him.

(Continued on page 54)

Survey of Track in the High Schools

ON PAGES 30 and 31 are listed the results of the various state outdoor track meets of last year. Those states breaking a state record are listed with a red star. The state with the best time or distance for the event has red in the square for that event. Should a state break its own record in addition to having the best mark for an event it is indicated by a white star in a red block.

To increase interest in the results the records were tabulated like a track meet. Points were awarded for six places as follows: 10, 8, 6, 4, 2 and 1. The final position of the states in this national track "meet" is indicated by the figures in parentheses.

Despite the fact that no final comparison can be made between the different states due to the varying conditions of practice and weather under which the meets themselves were run, a fairly accurate picture of the nation's track strength is revealed. This is the fourth year the Athletic Journal has published a nation-wide survey of high school track and definite trends are in evidence.

California Is First Again

California, which was first in 1946 and 1947, took first place again in '49, amassing a record-breaking point total of 85. The previous record was 71 made by California in 1946 and tied by Texas in 1948. California's total this year was due largely to four first places, one tie for first and three second places in the thirteen events.

New York totaled 41½ points to take second place. The best she had done previously was in 1948 when she tied for eleventh place with 10 points. This year she took one first place, tied for one first, took one second and two third places.

Indiana finished in third place again as she did last year. Her point total this year was 40 7/12 as compared with 43 last year, 40½ in 1947 and 28¾ in 1946. She finished in fourth place in both '46 and '47.

Illinois moved into fourth place with firsts in two events and a second place in one event. She was eighth in '46, second in '47, and tenth last year. Iowa finished in fifth place for the third consecutive year. In 1946 she was eleventh. Her point total this year is her highest thus far.

In sixth place, two notches below her position last year, is Ohio. She was second in '46, sixth in '47 and fourth in '48. New Jersey finished in seventh place for her best ranking thus far. She was eighth in '47, tenth in '46 and eleventh last year. Missouri, who finished third in 1946 and then slipped to thirteenth in '47 and ninteenth in '48, climbed to eighth place. The state which dropped the most from last year was Texas who finished ninth after being in first place last year. She had previously finished fifth in 1946 and third in '47. Wisconsin slipped a little from her previous placements and finished tenth. In '46 and '47 she was seventh and last year she was eighth.

Records Below Last Year

The winning times and distances from the '49 meets were below those made the year previous in a majority of the events. The best marks were made in 1948 in nine events. The winning marks for the two years are as follows: 120-yard high hurdles, '48—14.2, '49—14.4; 100-yard dash, '48—9.7, '49—9.9; mile, '48—4:24.5, '49—4:24; 880-yard relay, '48—1:27.6, '49—1:29.6; 440-yard run, '48—48.0, '49—48.3; 200-yard low hurdles, '48—21.4, '49—22.1; 880-yard run, '48—1:57.0, '49—1:57.2; 220-yard dash, '48—21.2, '49—20.9; pole vault, '48—13′, '49—13′ 4½″; shot put, '48—59′ 10″, '49—57′ 3¼″; high jump, '48—6′ 4⅛″, '49 6′ 3 1/6″; discus, '48—156′ 7⅝″, '49—161′ 1″; broad jump, '48—23′ 9″, '49—23′ 6¼″. Thus it can be seen that only in the mile, the 220, the pole vault and the discus were the marks better this year than last.

California's Total Highest

Totaling the points over the four-year period that the survey has been conducted finds California out in front by a substantial margin. Her total is 272 points as against 158 for second-place Texas. Indiana moves into third place with 152 5/6 to displace Ohio who is fourth with 137. Illinois remains in fifth place with 114¼ and Iowa is again in sixth place with 95. The remaining "big ten" are: Missouri, 69 3/10; Wisconsin, 68 1/2; New York, 64 7/9; and New Jersey 60 1/2.

Only six states have finished among the top ten all four years. They are California, Texas, Indiana, Ohio, Illinois, and Wisconsin.

Previous state records were bettered in forty-one instances with New York breaking five of its previous state records to lead the country. New Mexico bettered four of its previous marks and Mississippi, Missouri and

(Continued on page 50)

COMPILATION OF ALL MAJOR RELAYS IN 1949 — By M. E. "BILL" EASTON

Event	World Record	Texas Relays	Drake Relays	Penn Relays	Kansas Relays	Fresno Relays
440 Yard Relay	40.5	42.0	42.0	41.7	41.3	40.9
880 Yard Relay	1:25.0	1:27.4	1:27.0	1:26.0	1:27.1	1:26.6
Mile Relay	3:09.4	3:17.3	3:16.4	3:15.6	3:16.5	3:14.9
Two Mile Relay	7:34.6	7:46.6	7:45.8	7:44.4	7:41.0	7:42.2*
Four Mile Relay	17:02.8	17:41.9	17:32.3	17:35.4	17:51.7	
Sprint Medley		3:32.4	3:24.0	3:24.9	3:30.3	
Distance Medley		10:25.0	10:13.7	10:08.1	10:16.2	10:07.8
100 Yard Dash	9.3	10.1	9.8	9.7	9.8	9.3
120 High Hurdles	13.6	14.9	14.6	14.4	14.6	14.3
Broad Jump	26-8 ¼	24-5¼	23-11½	23-8¼	24-9¾	25-11¾
Pole Vault	15-7 ¾	14-2¼	14	13	14	14-3*
Shot Put	58-0 ¾	50-11 ¾	52-9⅞	55-10⅜	50-10	53-4½
Discus	181-6 ⅜	154-10 ⅜	170-3	170-7¾	161-10¾	158-5½
Javelin	258-2 ⅜	183-5	213.47	198-5½	203-4½	224-0¾*
High Jump	6-11	6-5 ⅞	6-6⅝	6-5	6-8 3/16	6-6

*Not collegiate marks.

STATE	120 High Hurdles	100 yd. Dash	Mile	880 Relay	440	200 Lows	880	220 Dash	Pole	Shot	High	Discus	Broad	Javelin (a)	TOTAL
ALA.	15.2 ★	10.1	4:49	1:32.4	51.2	23.6	2:04.4	22.4	10' 10"	44' 5½"	5' 10"	139' 4"	20' 5½"		
ARIZ.	14.6 5	10.1	4:37.7	1:32.9	52.2	22.8	2:03.6	22.8	11' 7¼"	51' 6"	6'	143' 4½"	22' 5⅝"		5 (18)
ARK.	15.3	10.2		1:33.9	51.8	23.5	2:03.9	23.5	12'	44' 11½"	5' 10"	147' 3"	20' 8½"		
CALIF.	[illegible]	[illegible]	4:25.1 8	1:30.6 5	49.3 5	(b)	1:58.1 8	21.6 4	★ [illegible]	[illegible]	6' 3" 8	★45' 2"	[illegible]		85 (1)
COLO.	15.1	10.0 3/10	4:44.7	1:32.8	50.6	23.3	2:04	22.5	11' 9"	47' 5½"	6'	144' 3½"	22' 8½"		3/10
CONN.		10.0 3/10	4:35.2	1:33.1	50.6		2:00	★ 21.2 8	11' 3"	★2' 8"	5' 10½"	132' 6¼"	21' 7¾"	184' 5¼"	8 3/10 (15)
DEL.	No state	meet													
FLA.	15.6	10.1	4:38.6	1:31.3 1	52.1	23.7	2:04.4	★ 22.1	12' ⅜"	48' 2"	6' 1½"	138' 2¾"	20' 6"	171' 9"	1
GA.	15.5	10.5	4:37.9	1:33.6	51.8	23.5	2:06.3	23.0	11' 6"	50' 2½"	6'	★47' 11½"	21' 6"	167' 5"	
IDAHO	15.2	10.0 3/10	4:36.4	1:34.4	51.2	23.1	2:03.0	22.6	11' 2¼"	48' 4"	5' 11"	134' 3¾"	20' 5"	175' 1¼"	3/10
ILL.	14.8 ¼	10.1	4:28.5 1	[illegible]	50.6	22.8	[illegible]	22.5	12' 3"	54' 9⅝" 8	5' 11¾"	★158' 11½" 6	22' 2½"		35¼ (4)
IND.	14.8 ¼	[illegible]	[illegible]	1:31.6	50.3	[illegible]	2:00.3	21.8 ⅓	12' 8¾" 8	52' 5⅛"	6' 2⅝" 5		22' 1½"		40 7/12 (3)
IOWA	14.9	10.0 3/10	4:33.9	1:30.4 8	49.3 5	23.0	2:03.1	21.3 6	11' 9"	54' 5¾" 4	6' ¼"	★160' 5¾" 8	21' 9"		31 3/10 (5)
KAN.	★ 14.6 5	10.1	4:30.9	1:32.2	51.1	(b)	2:02.7	22.2	11' 10"	51' 3"	6' 2¼" 2	151' 2¾"	21' 5⅛"	172' 6"	7 (16)
KY.	16.8	10.5	4:37.9	1:36.8	55.0	24.9	2:08.6	23.3	11' 5¾"	47' 11⅛"	5' 11"	129' 0"	21' 2"		
LA.	14.9	10.1	4:35.8	1:35.0	49.9	22.7 1½	2:01.3	22.4	11' 6"	51' 9"	5' 10"	149' 0"	22' 10" 3	177' 7/10"	4½ (19)
ME.	15.6	10.2	4:35.2	1:34.3	52.5	23.5	2:05.9	22.5	11' 0"	51' 9"	5' 7¾"	143' 4½"	20' 8"	172' 4½"	
MD.		11.0	4:55.7	1:38.9	55.3		2:09.5	23.7		42' ½"	5' 9"		20' ¼"		
MASS.	15.9	10.1	4:38.1	1:33.2	49.5 ½	24.1	2:03.4	22.5	11' 0"	47' 1¾"	5' 11"	124' 5"	21' 4"	178' 0"	½
MICH.	14.9	10.2	4:34.3	1:31.6	50.5	22.7 1½	2:01.0	22.6	11' 7½"	54' ½" 2	6' 2" 1		22' 1¾"		4½ (19)
MINN.	15.2	10.2	4:33.7	1:33.7	51.7	23.7	2:01.8	22.4	11' 10"	52' 8¾"	6' ⅛"	147' 5½"	21' 10"		
MISS.	16.5	10.0 3/10	4:43.4	1:36.1	51.2	23.7	2:04.5	22.3	★12' 6⅛" 1	45' 7"	★6' 1⅛"	★137' 2¼"	20' 11½"		1 3/10
MO.	15.0	10.0 3/10	★4:28.4 2	1:31.0 2	★ 49.4 2	23.1	2:00.7	22.1	11' 6¾"	51' 3¼"	5' 10"	[illegible]	21' 3¾"		16 3/10 (2)
MONT.	14.8 ¼	10.5	4:31.9	1:34.5	51.4	23.2	★1:58.8 3	22.9	11' 7"	47' ¾"	5' 11"	136' 2"	20' 11"	164' 9⅝"	3¼
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2:00.7	22.4	★2' 8¼" 6	49' 7¾"	6' ¼"	152' 1½"	22' 3⅝"		6 (17)

		10.0	4:28.4	1:31.0	49.4	23.1	2:00.7	22.1	11' 6¾"	51' 3¼"	5' 10"		21' 3¾"		16 3/10 (8)
MONT.	14.8 ¼	10.5	4:31.9	1:34.5	51.4	23.2	★1:58.8 3	22.9	11' 7"	47' ¾"	5' 11"	136' 2"	20' 11"	164' 9⅝"	3¼	
NEBR.	15.3	10.2	4:39.3	1:32.8	51.4	23.3	2:00.7	22.4	★2' 8¼" 6	49' 7¾"	6' ¼"	152' 1½"	22' 3⅝"		6	(17)
NEV.	15.6	10.3	4:50.9		54.0	23.9	2:09.3	23.4	10'	48' 9½"	5' 5"	136' 10"	20' 3¼"	155' 5"		
N. H.	16.6	10.5	4:43.3	★1:36.8	52.8	24.7	★2:04.5	23.4	★11' 8"	★48' ½"	5' 6½"	★157' 6"	19' 10¾	160' 7¼"		
N. J.	15.2	10.1	★4:25.7 6	★	★ 48.3 10	(c)	1:59.2 1	22.2	11' 7½"	52' 1⅞"	6'	126' 2½"	22' 2"	173' 10"	17	(7)
N. MEX.	15.5	10.2	4:45.3	1:34	★ 50.8	★ 23.2	★2:02.3	22.7	11' 1½"	48' 4"	★' ⅞"	141' 2¾"	20' 11½"	174'		
N. Y.			4:31.9	1:32	★ 49.5 ½	★ 22.4 4	★1:58.6 6	★	12' 1¾"	54' 7¾" 6	6' 1¾"	145' 6½"	★25' ⅜" 8		41½	(2)
N. C.	15.1	10.1	4:31.6		51.8	23.5	2:01.2	22.8	11' 3"	48' 9¼"	5' 9½"	119' 2¾"	21' 3"	159' 3"		
N. D.	16.7	10.8	4:44.4	1:37.8	52.8	24.2	2:06.8	22.5	10' 6"	★1' 5¼"	★' 11¼"	★157' 7" 4	21' 3¼"	166' 6"	4	
OHIO	14.7 2	3/10 10.0	4:33.1	1:30.6 5	50.5	(c)	1:59.6	22.0	12' 8" 3	53' ½" 1	6' ½"	★156' 8" 2	22' 11½" 6		19 3/10	(6)
OKLA.	15.0	10.1	4:31.9	1:31.7	50.8	22.2 8	2:01.7	21.8 ⅓	12'	46' 11"	6' 1"	140' 8"	22' 8¾" 1		9⅓	(12)
ORE.	15.2	10.1	4:36.6	1:32.8	52.1	23.0	2:02	22.5	11' 6"	50' 11"	5' 10⅝"	141' 9"	★22' 10" 3	179' 6"	3	
PA.	14.8 ¼		4:32.2	1:32.3	50.7	23.2	2:02.4	21.7 2	12'	51' 2½"	5' 10¼"	144' 6"	22' 2"	180' 5½"	9¼	(14)
R. I.	No state	meet														
S. C.	17.2	10.3	4:52.3	1:37.4	53.1	24.7	2:08.2	22.9	10' 4"	47' 5¼"	5' 8¾"	126' 2½"	20' 8"	160' 10"		
S. D.	15.1	3/10 10.0	4:44.9	1:33	50.3	23.9	2:04	22.7	11' 11¼"	49' 2"	6' 1"	133' 3⅝"	21' 1½"		3/10	
TENN.	15.5	10.3	4:44	1:34.3	52.7	23.8	2:06.3	22.9	11' ⅛"	48' 5¾"	5' 8⅞"	144' 8½"	18' 5"	165' 9½"		
TEX.	14.9	3/10 10.0	4:37.9		49.2 8	22.3 6	2:01.1	21.8 ⅓	11' 11"	53' ¼"	6' 1"	154' 5" 1	22' 6½"		15 19/30	(9)
UTAH	15.2	10.2	4:43.4	1:33.1	52.0	22.9	2:01.9	22.9	11' 6"	49' 5¼"	★	★145' 10½"	21' 7½"	166' 5"	10	(11)
VT.	16.0	10.7	4:47.3		52.0	(c)	2:06.5	23.6	11' 2"	44' 1"	5' 7½"	125' 8"	19' 4¾"	142' 8"		
VA.	15.4	3/10 10.0	4:26.5 4	1:32.3	51.2	23.4	2:03.6	22.2	10' 8"	48' 8¾"	6' 2⅝" 5	132' 6"	21' 5¾"		9 3/10	(13)
WASH.	15.1	10.1	4:31.8	1:31.5	50.2	23.0	1:58.8 3	22.0	12' 3"	49' 3⅜"	5' 11½"	151' 9½"	21' ⅜"	191' 7½"	3	
W. VA.	15.4	10.2	★4:34.8		★ 50.15	23.3	2:02.1	22.8	11' 4"	47' 4½"	5' 10⅜"	136' 10½"	20' 8½"			
WIS.	14.5 8	10.4	4:35.4	★1:31.6	51.4	★ 22.9	2:01.4	20.9 (d)	12' 8" 3	51' 1¼"	5' 11"	147' 7⅝"	22' 1¼"		11	(10)
WYO.	15.9	10.5	4:56	1:36	52.5	23.8	2:10	23.8	11' 6"	44' ¼"	5' 9"	146' 9⅝"	19' 8½"			

(t) No points are awarded for javelin as less than half the states have this event
(b) California and Kansas run 180-yard low hurdles
(c) New Jersey, Ohio and Vermont run 220-yard low hurdles
(d) Wisconsin runs 200-yard dash

National Honor Roll

100-Yard Dash

Competitor and School	Meet	Time
Smith (Graham, Texas)	District	9.7
Adrian (Hollywood, Cal.)	Western League	9.7
Page (Mason City, Iowa)	Mohawk Relays	9.8
Williams (Jefferson, L. A., Cal.)	Inglewood Inv.	9.8
Caffey (Lyons, LaGrange, Ill.)	District	9.8
Miller (Polytechnic, Long Beach, Cal.)	C.I.F. Quarterfinal	9.8
Schopper (Lincoln, L. A., Cal.)	City Meet	9.8
Richman (Dubuque, Iowa)	Dubuque Triangular	9.8
Stubbs (Carmel, Indiana)	Noblesville Quad.	9.8

220-Yard Dash

Thresher (Garden City, N. Y.)	Sectional	20.9
Remigino (Hartford, Conn.)	State	21.2
Schopper (Lincoln, L. A., Cal.)	Northern League	21.2
Scott (North, Des Moines, Iowa)	State	21.3
Miller (Poly., Long Beach, Cal.)	C.I.F. Quarterfinal	21.3
Sykes (Phillips, Chicago, Ill.)	State Preliminaries	21.5

440-Yard Dash

Sax (Kearny, New Jersey)	State	48.3
Daniels (Kerrville, Texas)	State	49.2
Adrian (Hollywood, Cal.)	State	49.3
Scott (North, Des Moines, Iowa)	State	49.3
Boucher (Central, St. Joseph, Mo.)	State	49.4
Nawn (St. John's, Mass.)	State	49.5
Jones (New Rochelle, N. Y.)	Sectional	49.5
Green (Jefferson, L. A., Cal.)	State	49.5

880-Yard Run

Cryer (DuSable, Chicago, Ill.)	District	1:55.7
Porasso (Edison, Fresno, Cal.)	Central Sect.	1:57.7
Firestone (Compton, Cal.)	State	1:58.1
Van Pelt (Harrison, N. Y.)	Sectional	1:58.6
De Boer (Hanford, Cal.)	Central Sect.	1:58.6
Rife (Custer Co., Mont.)	State	1:58.8
Watson (Battleground, Wash.)	State	1:58.8

Mile Run

Stayton (Anderson, Ind.)	State	4:24.0
Black (Abington, Pa.)	U. of Penn. Inv.	4:24.2
Bagby (West, Philadelphia, Pa.)	U. of Penn. Inv.	4:24.4
Stribling (Commerce, S. F., Cal.)	State	4:25.1
Dwyer (Seton Hall, N. J.)	State	4:25.7
Jones (Wash., Alexandria, Va.)	State	4:26.5
Siders (Tri-City, Buffalo, Ill.)	District	4:27.0
Wise (Springfield, Mo.)	State	4:28.4

High Hurdles

Veith (Lyons, LaGrange, Ill.)	District	14.2
Davis (Hoover, Glendale, Cal.)	State	14.4
Philbee (Manual, Peoria, Ill.)	District	14.5
Davis (Pampa, Texas)	Regional	14.5
Hall (East, Madison, Wis.)	State	14.5
Legler (Roosevelt, Fresno, Cal.)	Central Sect.	14.5

200-Yard Low Hurdles

Adams (N. Side, Ft. Wayne, Ind.)	Regional	22.0
Williams (Roosevelt, Gary, Ind.)	Regional	22.0
Behr (Highland Park, Ill.)	State Prelim.	22.1
Williams (Stillwater, Okla.)	State	22.2
Mitchell (White Oak, Texas)	State	22.3
Dean (Corpus Christi, Texas)	State	22.4
McGlynn (Vestal, N. Y.)	Sectional	22.4
Magee (Oak Park, Ill.)	State Prelim.	22.4

Pole Vault

Competitor and School	Meet	Time
Widman (Narbonne, Lomita, Cal.)	L. A. City	13—6⅛
Ceja (Benning, Wilmington, Cal.)	Marine League	13—3⅜
Carter (Petersburg, Ind.)	State	12—8¾
Coupens (Alliance, Neb.)	State	12—8¾
Shepard (Corona, Cal.)	Tri County League	12—8½
Weaver (Wooster, Ohio)	State	12—8
Shillinglaw (East, Madison, Wis.)	State	12—8
Staats (Modesto, Cal.)	Sacramento Sect.	12—8
Ustick (Modesto, Cal.)	Sacramento Sect.	12—8

High Jump

Harper (Hammond, Ind.)	Sectional	6—5⅛
Du Hamel (Inglewood, Cal.)	Southern Counties	6—4½
Jiles (Santa Ana, Cal.)	South. Cal. Finals	6—4½
Miller (Santa Monica, Cal.)	El Monte Relays	6—4⅛
Murray (Jordan, L. A., Cal.)	Santa Barbara Relays	6—4⅛
Betton (Sumner, St. Louis, Mo.)	Ill.-Mo. Conf.	6—4⅛

Broad Jump

Brown (Jordan, L. A., Cal.)	Huntington Park	25—2½
Sorgen (Riverside, Cal.)	C.I.F. So. Sect.	24—3
Plessas (Lowell, S. F., Cal)	S. F. City	23—10
Davis (Hoover, Glendale, Cal.)	C.I.F. Semifinals	23—9½
Simmons (McClymonds, Oakland, Cal.)	Oakland City	23—8⅞
Johnson (Jefferson, L. A., Cal.)	So. League Prelim.	23—4

Shot Put

Hooper (N. Side, Ft. Worth, Tex.)	Texas Relays	59—5½
Norris (Crossmount, Cal.)	C.I.F. Quarterfinals	58—4
O'Brien (Santa Monica, Cal.)	C.I.F.	57—9½
Johnson (Pittsburg, Cal.)	Modesto Relays	57—4½
Wilhoite (Merced, Cal.)	State	57—3¼
Robertson (Ames, Iowa)	Little Cyclone Meet	56—5⅝
Forester (Wilson, Dallas, Tex.)	City Meet	55—11

Discus Throw

Gardner (Newton, Iowa)	Central Iowa Conf.	179—2¾
Hooper (N. Side, Ft. Worth, Tex.)	City Meet	176—7¾
Robertson (Ames, Iowa)	Central Iowa Conf.	167—0½
Forester (Wilson, Dallas, Tex.)	City Meet	161—2
Becker (Ferguson, Mo.)	State	161—1

Javelin

Fetty (Bellingham, Wash.)	State	191—7½
Longo (Tech, Chapman, Conn.)	State	184—5¼
Matto (Plum Twp., Pa.)	State	180—5½
Sutton (Bend, Oregon)	State	179—6
York (Dedham, Mass.)	State	178—
Rocker (Jesuit, New Orleans, La.)	State	177—0¾

440-Yard Relay

Corpus Christi, Texas	State	43.1
Boys H. S., Brooklyn, New York	Penn. Relays	43.2
Ames, Iowa	State	43.5

880-Yard Relay

Jefferson, Los Angeles, Calif.	State Tryouts	1:28.7
Jordan, Los Angeles, Calif.	State Tryouts	1:29.0
Lyons, LaGrange, Illinois	District	1:29.5
Hoover, Glendale, Calif.	C.I.F.	1:29.8
San Diego, California	C.I.F.	1:29.8
Fremont, Los Angeles, Calif.	State Prelim.	1:29.8

Mile Relay

Gladewater, Texas	State Prelim.	3:27.3
Roosevelt, Gary, Indiana	State	3:27.3
Amarillo, Texas	State	3:27.7
Coffeyville, Kansas	State	3:29.2

Compiled by E. A. THOMAS

National Honor Roll

100-Yard Dash

Competitor	School	Time
Harmon	Randolph-Macon Academy, Front Royal, Va.	9.8
McCauley	Chaminade H.S., Mineola, Long Island, N. Y.	9.9
Collins, H.	Huntington School, Boston, Mass.	9.9
Dixon	Bishop Loughlin Memorial H.S., Brooklyn, N. Y.	10.0
Smith	Episcopal Academy, Philadelphia, Pa.	10.0
Schulte	St. Rose, Detroit, Mich.	10.0

220-Yard Dash

McCauley	Chaminade H.S., Mineola, Long Island, N.Y.	21.8
Schmidt	Milwaukee University School, Milwaukee, Wis.	21.8
Guenther	Lakeside, Seattle, Wash.	22.1
Whitlock	Episcopal H.S., Alexandria, Va.	22.2
Hullfish	Lawrenceville H.S., Lawrenceville, N.J.	22.2
Collins, H.	Huntington School, Boston, Mass.	22.3

400-Yard Dash

Iannacero	St. Mary's H.S., Elizabeth, N.J.	50.6
Whitlock	Episcopal H.S., Alexandria, Va.	51.3
Dixon	Episcopal H.S., Alexandria, Va.	51.3
Brinkley	Hopkins Grammar School, New Haven, Conn.	51.6

440-Yard Dash

Lucas	Bishop Loughlin Memorial H.S., Brooklyn, N.Y.	50.2
Tibbets	Huntington School, Boston, Mass.	50.4
Kirwan	Fordham Prep, New York, N.Y.	50.9
Tracey	All Hallows H.S., New York, N. Y.	50.9

880-Yard Run

Collins, A.	Huntington School, Boston, Mass.	2:00.0
Host	Catholic Central H.S., Grand Rapids, Mich.	2:01.0
Dowden	Bishop Loughlin Memorial H.S., Brooklyn, N.Y.	2:02.0
Hopkins	Hopkins Grammar School, New Haven, Conn.	2:02.0
Rogers	Christian Brothers College H.S., St. Louis, Mo.	2:02.4
O'Malley	Fordham Prep, New York, N. Y.	2:02.6
Bauer	Purcell H.S., Cincinnati, Ohio	2:03.0
Dick	Central Catholic H.S., Pittsburgh, Pa.	2:03.0

Mile Run

Bauer	Purcell H.S., Cincinnati, Ohio	4:30.6
Ray	Bishop Loughlin Memorial H.S., Brooklyn, N.Y.	4:32.2
Mayer	Woodberry Forest, Orange, Va.	4:35.4
Maxwell	Cranbrook School, Bloomfield Hills, Mich.	4:36.8
Wood	Moses Brown, Providence, R.I.	4:39.9
Merrill	University School, Cleveland, Ohio	4:42.8

120-Yard High Hurdles

Guenther	Lakeside, Seattle, Wash.	14.9
Williams	Western Reserve Acad., Hudson, Ohio	15.0
Mathias	Kiski, Saltsburg, Pa.	15.2
Branson	Phillips Exeter Acad., Exeter, N.H.	15.3
Reid	University School, Cleveland, Ohio	15.4
Parker	Hebron	15.5
Latham	Woodberry Forest, Orange, Va.	15.5

220-Yard Low Hurdles

Dilweg	Episcopal H.S., Alexandria, Va.	24.7
Branson	Phillips Exeter Acad., Exeter, N.H.	24.8
Udry	Purcell H.S., Cincinnati, Ohio	24.9
Williams	Western Reserve Acad., Hudson, Ohio	25.2
Eaton	Moses Brown, Providence, R.I.	25.3

Pole Vault

Competitor	School	Time
Mello	Phillips Exeter Acad., Exeter, N.H.	12-8½
Miller	Webb School, Claremont, Calif.	12
Bush	Christian Brothers College H.S., St. Louis, Mo.	11-6
Post	Western Reserve Acad., Hudson, Ohio	11-6
Owen	Mount Hermon, Mount Hermon, Mass.	11-1

High Jump

O'Donnel	Mount St. Michael, New York, N.Y.	6-1
Perez	Santa Barbara Catholic H.S., Santa Barbara, Cal.	6-0
Pratt	Moses Brown, Providence, R.I.	5-11½
Mathias	Kiski School, Saltsburg, Pa.	5-11½
Freda	All Hallows H.S., New York, N. Y.	5-11½
Driscoll	LaSalle H.S., Philadelphia, Pa.	5-11¼
Booth	Randolph-Macon Acad., Front Royal, Va.	5-11¼

Broad Jump

Dixon, W.	All Hallows H.S., New York, N.Y.	22-11¾
Dixon, V.	Bishop Loughlin Memorial H.S., Brooklyn, N.Y.	22-11½
Mamajek	Central Catholic H.S., Pittsburgh, Pa.	22-2
Mello	Phillips Exeter Acad., Exeter, N.H.	21-10½
Robinson	Hopkins Grammar School, New Haven, Conn.	21- 9½
Ogden	Virginia Episcopal School, Lynchburg, Va.	21- 7½

Shot Put

Mathias	Kiski School, Saltsburg, Pa.	53-11
Macomber	Cranbrook, Bloomfield Hills, Mich.	51-10
Carpenter	Woodberry Forest, Orange, Va.	51-8
Low	Huntington School, Boston, Mass.	51-5½
Wahl	Columbia Prep, Portland, Ore.	50-11
Dick	Central Catholic, Pittsburgh, Pa.	50-10¾

Discus Throw

Mathias	Kiski School, Saltsburg, Pa.	167-4½
Mueller	Christian Brothers College H.S., St. Louis, Mo.	152-9½
Fratt	Lakeside School, Seattle, Wash.	149-2¾
Davis	Gould Acad., Bethel, Maine	143-1½
Beach	Hopkins Grammar School, New Haven, Conn.	136-11½
Bauzhaf	Milwaukee University School, Milwaukee, Wis.	136-4

Javelin

Thomas	Moses Brown, Providence, R.I.	198-2¼
Iorio	Central Catholic, Pittsburgh, Pa.	176-2
Settino	Mount St. Michael, New York, N.Y.	173-6¾
Millard	Lawrenceville School, Lawrenceville, N.J.	173-4½
Muse	Virginia Episcopal School, Lynchburg, Va.	158-0
Adams	Gould Acad., Bethel, Maine	157-4

880-Yard Relay

Lakeside School, Seattle, Wash.	1:31.7
Bishop Loughlin Memorial High School, Brooklyn, N. Y.	1:32.7
Chaminade High School, Mineola, Long Island, N.Y.	1:35.2
University School, Cleveland, Ohio	1:35.3
Purcell High School, Cincinnati, Ohio	1:35.5
Episcopal High School, Alexandria, Va.	1:35.9

for PRIVATE and PAROCHIAL SCHOOLS

1000 Point Award System

By CHARLES H. OBYE

Basketball Coach, Nebraska State Teachers College

THERE have been many methods of letter awards in the high schools. As a participant, and as a coach I always felt that those who participated in athletics derived much from these awards. We were proud of the contests in which we had represented the school, and were happy to be a member of the most popular organization of the school. I believe this feeling of belonging, and school *esprit de corps,* can be instituted into the whole student body by the 1000-point method. This 1000-point method is best suited to the small high school, and to all other schools without a separate school athletic fund.

As teachers we should recognize the development of the whole student. The opportunity to participate as a member of any school activity is always present for the student, and will be stimulated by this 1000-point method of school letter award.

The basis of award for the standard school letter shall be a minimum of 1000 points earned in any one school year under the following system:

A. Athletics—a total of 950 points allowed as follows: football—450 points; basketball—450 points; baseball—450 points; wrestling—450 points; track—450 points; athletic team manager—450 points; president of an athletic association—25 points; pupil coaches—per semester 75 points.

B. Declamatory—a total of 600 points allowed as follows: winner home contest—275 points; second place home contest—100 points; each additional win in further contests—100 points.

C. Music—a total of 950 points allowed as follows: for satisfactory participation in music organizations appearing in public at least six times—400 points; for winning a place in individual contest in the state series—150 points; glee club, band or orchestra manager—400 points; president or secretary of music organization—25 points.

D. Sponsors—a total of 300 points allowed as follows: study hall and office supervisors, per semester—150 points.

E. Student Council—a total of 250 points allowed as follows: president of student council—250 points; secretary of student council—250 points; member of student council—100 points.

F. Class Officers—a total of 250 points allowed as follows: president of senior class—250 points; president junior class—150 points; president of sophomore or frosh classes—100 points; vice president of any class—25 points; secretary of senior class—125 points; secretary of junior class—100 points; secretary of sophomore or frosh classes—75 points; treasurer of senior and junior classes—75 points; treasurer of sophomore and frosh classes—25 points.

G. Scholarship—a total of 450 points allowed as follows: for the pupils highest semester average of the year—"A" average—450 points; "B" average—350 points; "C" average—100 points.

Provisions for Determining Points In Athletics

Each person receiving awards must be recommended by the coach. Each contestant must complete the season's play but injuries may waive this consideration. Each contestant must agree to, and abide by, the training rules and must attend all practices unless previously excused. Each contestant must also take part in interscholastic contests as follows:

A. Football, basketball or baseball. Play three-fourths of total quarters or innings—450 points; play one-half total quarters or innings—300 points; play one-fourth total quarters or innings—200 points; on squad for season and play less than one-fourth total quarters or innings—100 points.

B. Wrestling, track. Win points in one-half of meets held—450 points; win points in one-fourth of meets—350 points; be entered and take part in one-half of meets, even though no points won—200 points; on squad and enter less than half the meets—100 points.

Provisions for Determining Points In Music Department

To win points in music a student must:

1. Practice three hours per week individually and present a certifying practice slip by parent or guardian.
2. Attend all rehearsals unless previously excused by director.
3. Appear in all public appearances of the organization, taking part assigned by director, unless previously excused.
4. Participate in not less than six public appearances of band and glee clubs each year.
5. All participants must complete the season. a. Illness may waive this consideration.
6. The size and representation of each music organization must conform to the state music organization rulings.
7. Each participant must have the director's recommendation for any points claimed.

Each participant may earn points by participation as follows: for active participation in one major music organization throughout the year—400 points; for active participation in one minor or second music organization throughout the year—200 points; for glee club, band, or orchestra manager—25 points; president or secretary of music organization—25 points; for solo and small group appearances, a minimum of six times per year—for each participated in—50 points; for solo parts in operettas—25 points.

The School Award

The standard school award shall be a six inch, full block, chenille letter, upon a background, with service stripes and captain's star superimposed upon it when necessary. All awards shall be given at the annual high school commencement or at a special activities program called for this specific purpose.

The faculty activities committee shall determine all school awards, after recommendation by the activities concerned. Only one standard award may be given each year. For each year a letter is awarded, a service stripe shall be awarded.

At the end of each season the members of each squad shall elect an honorary captain on whose letter shall be superimposed a captain's star. No pupil may earn points as

(Continued on page 61)

If you want the best, son— insist on ALL STARS!

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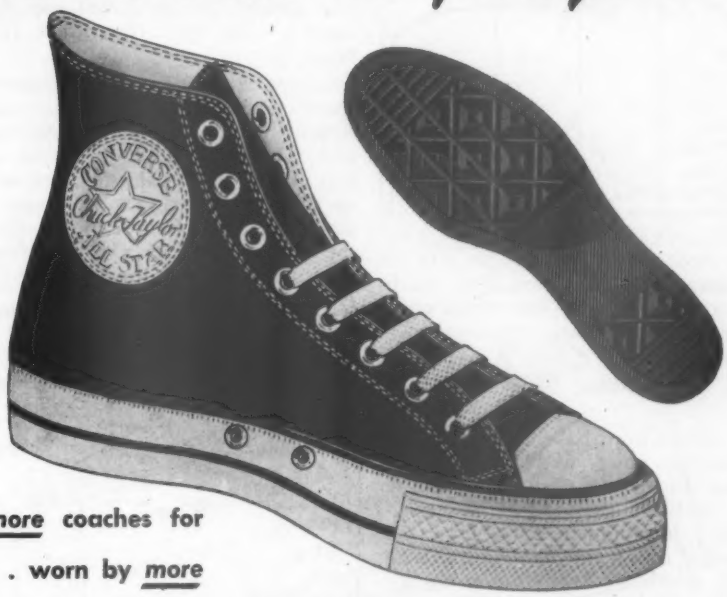

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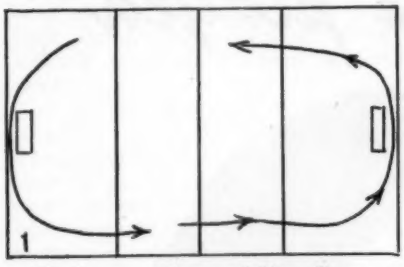
Ice Hockey Fundamentals

By D. B. "BING" CASWELL
Hockey Coach, Bloor Collegiate Institute, Toronto, Canada

NEARLY all hockey coaches have a tendency to start their young players playing a game before they have been drilled in the basic fundamentals. There is a desire on the part of every player to participate in a game regardless of the degree of his ability. Should time and ice facilities permit, I feel there are certain skills which should be practiced to a considerable degree at each practice. These drills may be arranged in such a way as to permit maximum participation and interest.



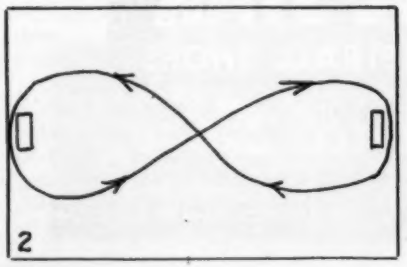
If a boy can skate, stickhandle, pass and shoot, he is well on his way to becoming a good player. The coach may then take these individual players and mould them into a team.

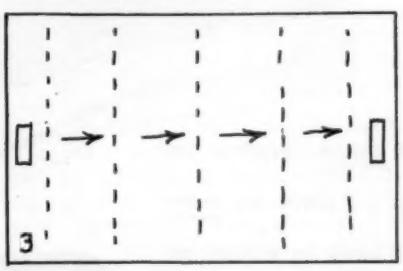
Skating Skills

A skater must have balance, speed, endurance, power and co-ordination. When skating, the position should be firm, stable and powerful. An exaggerated development helps to attain a natural easy manner of skating. The skates should be kept close to the ice on strokes, the knees should be bent, the hips should be steady, the weight forward giving a smooth flow of power.

Drills: The players must not always skate in one direction, but should move both clockwise and counter-clockwise (Diagram 1).

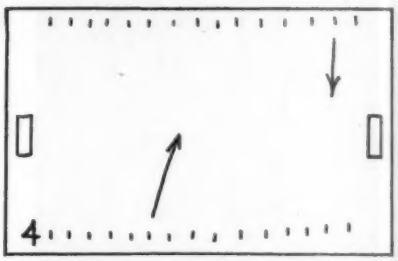
1. The players should skate in a crouch position with their hands almost touching the ice (follow the leader).
2. They should skate around the rink bent over with their arms swinging and knees bent. If a player learns to skate erect he will be easily knocked off balance (follow the leader).
3. Skating backwards. They should start skating forward and then, on the whistle, turn and skate backwards. This should be varied every 50 feet, or so. This change helps the player keep his balance.
4. Follow the leader and a figure-eight formation. There should be no coasting around the goal but one foot should cross over the other (Diagram 2).
5. Stops and starts help balance, speed and endurance. The boys should line up along one end of the rink. On a whistle they dig in and go; on the next whistle they stop; on the next they go, etc. (Diagram 3).
6. The players should line up along the side of the rink. On the whistle they sprint to the opposite side. To encourage them, have the last man or two do a few laps around the rink (Diagram 4).





7. This is a drill for better skaters and helps build up leg muscles. The players line up at one end of the rink; on the whistle they skate at full speed toward the other end; on the next whistle they stop quickly, turn, dig in and drive back at top speed for the original starting point. This creates a team that can and will backcheck.
8. By placing a chair or a similar object on the ice the players can be taught body balance and speed by skating between them. To begin, they should skate only to the one end. As they improve, they can skate down and back (Diagram 5).

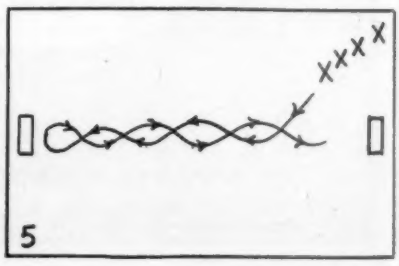
The ability of the skaters will determine the distance between the chairs. A coach may wish to have some players stand and let the boys skate in and around them. In doing this the danger element must be considered but of course the hazard is no greater than in the game itself. If sufficient equipment is available one can make this interesting by having a relay. The group should be divided into as many teams as can be accommodated. The red line along the goal mouth should be used as the starting line. The player skates down and back; touches a teammate who carries on (Diagram 6). A shuttle relay formation may also be used.



Stickhandling

The choice of a stick is very important. The individual must consider the length, weight, lie and face of the stick. Control of the puck is an absolute necessity. The player must learn to keep his head up and watch the opposition. Both hands should hold the stick firmly. The blade of the stick should be bent over the top of the puck so pressure from above will keep the puck under control on the ice. When a boy has learned to handle the puck by "feel" he will be a good stickhandler.

Drills: The drills used for skating may be used by adding stick and puck. Place a number of players between the blue lines. Each has a



puck and he must stickhandle around in this area. This will teach control of the puck and keeping the head up. This may also be done in the area between the blue line and end boards (Diagram 7).

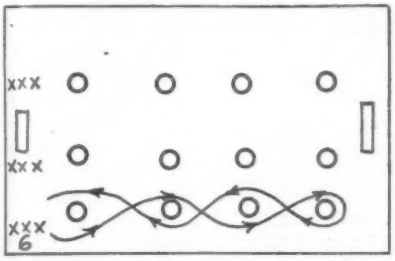
Passing

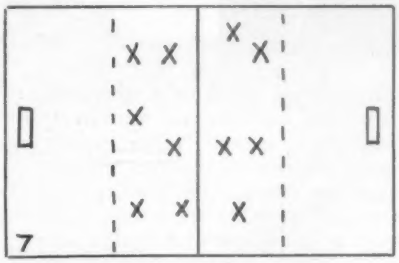
When making a pass, follow-through is important. The blade of the stick should be turned over a bit so that it covers the top edge of the puck; then a long steady sweep with a definite follow-through should be made. When accepting a pass the stick should not be held too firmly; the blade of the stick must give with the blow and gradually lean over the top edge.

Stationary Drills: 1. The players should spread out in pairs ten or more feet apart. Each pair should have a puck. They should pass the puck back and forth, gradually increasing the distance between them (Diagram 8).

2. Some players should be placed within definite zones with one puck and should pass it among themselves. The coach should insist the puck be kept in motion.

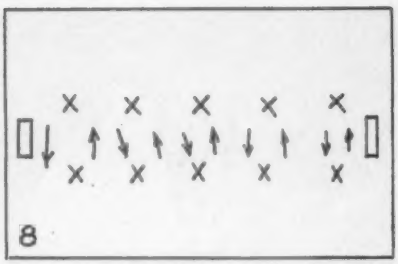
3. The players should spread out along each blue line and make long passes from blue line to blue line.





Moving Drills: 1. The players should skate around the rink or down the rink in pairs, passing the puck between them. They should see how many passes they can make on the way down.

2. A third man should be added and the three should skate the length of the ice and back. This, of course, leads up to team play by a forward line.



3. From a shuttle relay position, competition in passing can be held. The players may be divided into teams of 2, 3, 4, etc. The blue lines should be used as starting lines (Diagram 9). Player D pases puck to E; E to G; G to F; F to B; B to G; G to A; A to H. The passer goes to the rear of the line.

Shooting

"If you don't shoot you won't score." A player should shoot off the inside foot; keep his head up and look for an opening. If he sees an opening he should shoot early. Too often the puck is "nursed" and this delay permits an opponent to make

(Continued on page 58)

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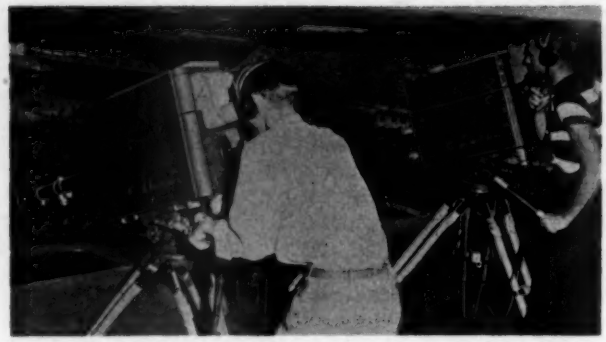

Television and High School Athletics

By RHEA H. WILLIAMS

Athletic Director, Bureau of Public School Service, University of Texas

A REPRESENTATIVE from a reputable advertising agency recently told this writer that by 1954 there would be a minimum of 500,000 television receivers in Texas, with probably 12 to 15 television stations in operation. The average number of people who look at major sports events over television is estimated at six persons to a receiver. So, it is possible that in five years 3,000,000 people in Texas will watch athletic events over this medium. We are using the 1954 estimate because in the opinion of most experts in this field the peak of technical efficiency and production in video will not be reached until then. As an illustration: there will be a maximum of 20,000 television sets and five stations in Texas available for the broadcast of athletic events this year, and they will be limited to Dallas, Fort Worth, Houston and San Antonio. This compared to the 4,000,000 radio receivers in Texas indicates that video is not a vital factor at the present time. However, by 1954 the number of TV sets and stations in Texas will have increased to the point where this medium may vitally affect the high school athletic program. What is true in Texas in five years as regards television will be true in all other states, and perhaps even more so in the more populous ones.

The potentialities of television strain the imagination. How will television affect attendance and gate receipts? How will players react when playing before near empty stands? What shall schools charge for television rights? The questions go on ad infinitum. Television could revolutionize athletics as we conceive of them today.

It is notworthy that the major attractions offered by television are sports and athletics. Surveys show that athletics are the number one choice of people who use this medium of communication for entertainment. They further indicate that amateur sports are much more popular than professional sports as a television attraction. Corbett, an authority on television, states: "The scarcity of good programs causes many persons to turn to sports. They accept sports whether they like them or not. However as the quality of drama, music, and other programs improves most people return to their established interest. *Few new sports fans will be made by television under such circumstances.*"

The matter of attendance and financing school athletics as related to television is, in my opinion, the most potent factor which will face our schools in the years to come. It may be a coincidence or due to other factors, but it is nevertheless true that in Texas cities which are televising high school athletic events, attendance in the past two years at football games has dropped noticeably. It is also true that most television stations have received the right to televise these athletic events for practically nothing. The average price per high school game in Texas is well below $100 per game televised. Thus the schools are losing attendance without any compensating fee to make up for the loss resulting from telecasting.

Television stations bluntly tell us that unless they are given the rights to telecast our games they will video big-name athletic events in competition with our local athletic events. This is no fictional statement, because this writer was told just that last year. Telecasting is already becoming so proficient that a friend of mine told me after a high school football game this year that a person was crazy to fight the crowd, pay the admission price, and face inclement weather, when he could get a 50-yard seat in front of his television set and remain at home in complete comfort.

Profession football teams have in general banned telecasting of their games because of an attendance drop. Minor league baseball teams within the radius of stations telecasting major league baseball games have requested an immediate end to telecasting of these games because people stay at home and view the major league games rather than attending their home town minor league baseball games.

The N.C.A.A. recently requested Crossley to make a special survey on football attendance as related to television. The pertinent findings along with the following generalizations were the highlight of the report:

(1) Television does increase fan interest in football, *but only in the games that are televised.*

(2) Television increases the interest of fans who then want to see more games televised but who are not willing to go out and pay for tickets for these games. Thus video will, in all probility eventually decrease attendance at athletic contests.

(3) The attendance percentage has been less for games at the season's end than for the season as a whole. Thus television did not increase interest as translated into ticket purchases, as its advocates claim.

(4) Fifty per cent of the people interviewed rate television as good or better than attending the game—this is a clear indication of future things to come as regards attendance.

(5) Television would have a great effect upon small schools, and schools located in small centers of population, as there is a likelihood that people will prefer to stay at home and see big-name games televised rather than to attend local events.

(6) Pre-game ticket sales will de-

(Continued on page 60)

***RHEA H. WILLIAMS** is in charge of all public high schools in Texas. This past year the league had 1486 schools participating in its program. This article originally appeared in "Interscholastic League", the Texas state high school newspaper, but because it is such an excellent article we decided to publish it. We hope our Texas readers will understand.*

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Stop the Fast Break

By WILLIAM CORCORAN
Basketball Coach, Horace Mann School, New York

MOST of the teams in last year's N.C.A.A. and National Invitation tournaments used some form of the fast break in their offensive attack. The majority of teams in the country today have incorporated some form of the fast break into their attack.

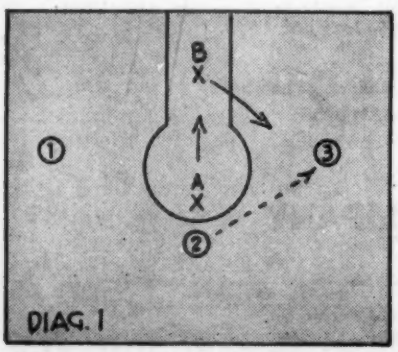
One of the phases of defensive basketball that has often been neglected is a method of stopping the fast break. If some time is not spent in practicing this important defensive maneuver the coach is in for some sad moments.

I have outlined some of the things we work on at Horace Mann School to stop the fast break. They are as folows:

1. Checking the first pass out.
2. Defensive play when caught in a 3 on 2 or 2 on 1 situation.
3. Slowing down the play.
4. Maintaining defensive balance even when attacking.
5. Changing from offense to defense.
6. Strong rebounding—two-timing the rebounder.

Checking the First Pass Out

All teams with a successful fast break have a definite pattern of attack. In order to have a good fast break the first pass out is of prime importance. Consequently, when combating the break, the defense should try to check the first pass out. From scout reports, coaches should know approximately where the first pass out is going and who is the intended receiver. The defensive men should press the intended receiver and cause the passer to throw to someone else.

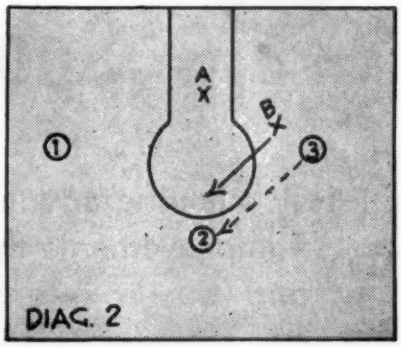


DIAG. 1

In most fast-break attacks the rebounder has an option to pass to more than one receiver. Usually he can pass to the two front men not occupied in the rebound triangle. Pressure on these receivers will cause the attacking team to deviate from their favored play. They should not be permitted to do what they want to do.

When Outnumbered By Offense

All teams, no matter how good they are or how well they are coached, are sometimes caught out of position by a team when the fast break is started. When caught in a 2 on 1 situation the defensive man should, by a series of fakes and feints, try to force the attacking team to take a hurried shot. The defender should make the offensive players take the



DIAG. 2

shot from as far out as possible.

When caught in a 3 on 2 situation the defensive team should have a definite plan to meet the attack. Instead of playing the defensive men side by side it is better to play the men in tandem. If we use this method we always have one man in the hole and the other between the ball and the basket. It is impossible for the offense to attack down the middle; consequently, they must go to the outside. Diagrams 1 and 2 show how this maneuver works.

Defensive players A and B form their tandem as the three offensive men get set to attack. As O2 passes to O3, defender B moves out and covers O3. Defender A moves directly to the hole shown in Diagram 1. If O3 passes out to O2, defender B moves out to the front. Whenever the ball is behind a player, he drops back in the hole. If the ball is in front of him he moves with the ball.

All we are trying to do is keep the offense from getting a close shot, and hope that they will make an error in passing the ball from one man to the other. This also enables the other defensive men to get back and help defend.

Slow Down the Play

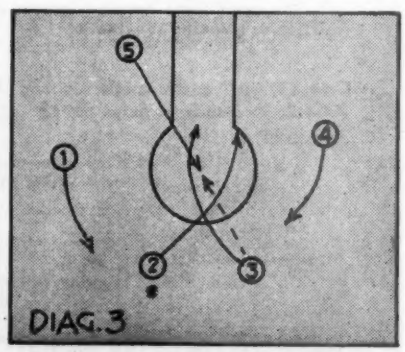
One of the best means of upsetting a team's poise and co-ordination is to make them do what they don't want to do. A team that is noted for their fast style of play and fast-break attack, is, in all probability, more efficient in this type of game. A good part of their practice session is spent on fast-break maneuvers. Therefore, a team that plays a fast type of game effectively is often upset when the speed of the play is slowed down. Four years ago Utah beat a greatly favored Kentucky team by slowing down the play in the finals of the N.C.A.A. tournament.

By playing slow a defensive team throws the timing of a fast-moving team off.

Defensive Balance In the Offensive Pattern

In order to have a good offense a team must have defensive balance in its attack at all times. If, for example, a guard goes in, a forward must come out to protect the unguarded area (Diagram 3).

Guards X2 and X3 split the post.



DIAG. 3

WILLIAM CORCORAN graduated from Springfield College in Massachusetts and is now teaching physical education and coaching at the Horace Mann School for Boys in New York City. Another article by Mr. Corcoran entitled "Don't Neglect the Freeze" appeared in the January, 1949, issue.

X1 and X4 must come out to protect the unguarded area.

If this is not done the attacking team is vulnerable if a pass is intercepted or if a rebound is taken off by the defense. It, may, in some cases, be necessary to assign one player to remain in a safety position, limiting his offensive effectiveness to set-shooting and passing.

Transition From Offense to Defense

The transition from offense to defense should be accomplished with the utmost speed. A team should get back quickly and get into position. A team that loses possession should get back and form a defense about the goal.

Strong Rebounding—Two Timing the Rebounder

Hard rebounding is essential. A team should fight for the ball off the board. The offense can't fast break if it doesn't have the ball. If the opposition has one very good rebounder who controls the board the defense should two-time him as he takes the rebound off. Two-timing will prevent the first pass out and many times will mean possession or a held ball for the defense.

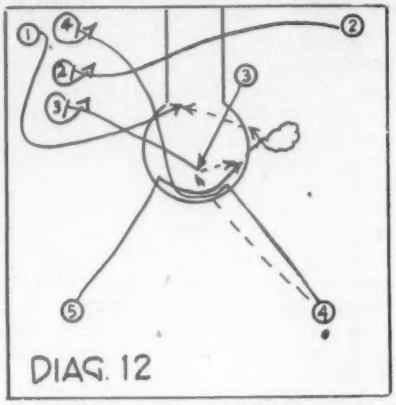
Composite Offense

(Continued from page 26)

ting up a side split for O1 and O2.

Diagram 11. This diagram shows a four-man gang block from a deep front-split set-up. This is more of a set-block play and may be run best from the time-out huddle. O4 hits O3 who breaks the top of the circle for the pass. As the ball is passed to O3, O2 drives across the end line to screen and rolls back for rebound duties. O4 and O5 split off O3 and both cut hard to the left to screen X1 and roll off toward the basket. When the splitters are clear, O3 starts a sharp left-hand drag dribble toward O1. O1, upon observing O3's dribble, fakes hard toward the basket, then cuts back over O3 for a pitch-out pass and probably an unmolested shot from the free-throw area, or an opportunity to drive in for a lay-up.

Diagram 12. O4 hits O3 who breaks out fast to the top of the free-throw circle to receive the pass. O5 and O4 split, with O4 going first and continuing on to screen X1 and roll off. O3 hands off to O5 who could possibly go all the way for a lay-up. After the hand-off, O3 cuts over toward O1 and creates a moving screen on X1. O1 has faked and drives a three-man gang block. As O5 stops his right-hand



DIAG. 12

dribble he turns to hit O1 near the lower free-throw area for a possible unmolested shot. O2 has driven across the end line as the ball goes to O3. This may be worked from the opposite side of the floor with O5 hitting O3 and sending O1 across the end line as the split begins.

NEW BOOKS

Scientific Basketball, *by Howard A. Hobson. Published by Prentice-Hall Inc. New York. Two hundred fifty-six pages.*

In this book, Howard Hobson, basketball coach at Yale University, shows how to measure the factors responsible for victory or defeat. He begins by discussing the values of scouting and outlining his scouting method. He then takes up shooting, recovering, errors, and, among other topics, the proposed area method of scoring.

In Part II chapters are devoted to each of the following: fundamentals and plays; fast-break basketball; the zone defense and how to attack it; defense; and how to use basketball material.

Every basketball coach will profit by reading this book and learning Hobson's advanced methods of teaching and evaluating basketball skills.

The 1948 U. S. Olympic Committee Report. *$3.50. Copies may be ordered by writing to U. S. Olympic Association, Biltmore Hotel, 43rd street at Madison Avenue, New York 17, New York.*

This is a complete record of the United States in the '48 Olympics. It contains pictures of all the U. S. teams, countless action photographs, descriptions of events in all sports on the Olympic program (both summer and winter), records of all competition, reports of team managers and committee chairman, etc.

No sports devotee can afford to be without a copy of this book.

Anatomy and Physiology Laboratory Manual, *by Verna March Vogel and Jessie D. Perkinson, Jr. Published by the C. V. Mosby Company., St. Louis. One hundred eighty-nine pages. $2.75.*

The purpose of this manual is to help students of anatomy and physiology to better understand the human body, its construction and its function. The exercises are designed to show the textbook material by the simplest laboratory methods possible, thus correlating the theory and practice more readily.

The contents is organized into ten major units so arranged that the instructor is free to use them in the order presented in the book or in the sequence indicated by the textbook and classroom lecture work.

Famous American Athletes of Today: Eleventh Series, *by Frank Waldman. Published by L. S. Page & Company, Boston. Three Hundred fifty-two pages. $3.00.*

This is the latest in the series of famous American athletes that began back in the era of Gene Tunney, Bill Tilden, Babe Ruth and Bobby Jones and has been profiling famous athletes ever since.

Included in this volume are sketches of Luke Appling, Gene Bearden, Tommy Henrich, Ben Hogan, Jackie Robinson, Doak Walker, the 1948 Olympics and many more.

Textbook of Physiology, *by William D. Zoethout and W. W. Tuttle. Tenth edition. Published by the C. V. Mosby Company, St. Louis. Seven hundred and ten pages. $4.75.*

This is a recognized text in the field of physiology by two well-known authorities. The tenth edition has been revised to embody recent discoveries. "Among the many topics here presented we may mention ferratin, blood sedimentation rate, gamma globulins and lymph glands, isotopes, pneumotaxic center, electrophenic artificial respiration, suppressor areas of the cerebrum, lobotomy, the Cori cycle, and the functions of the hypothalamus in the regulation of the body temperature, water content, energy balance, and sleep."

The authors have striven to improve the presentation of the subject matter. Many of the old illustrations have been redrawn or discarded and several new figures have been added.

Applied Anatomy and Kinesiology, *by Henry A. Stone, M. S. Sixth edition. Published by Lea & Febiger, Philadelphia. Three-hundred ninety pages. $4.75.*

This is recognized text on kinesiology. It is a concise study of the principle types of muscle exercise, with explantions on how they are performed, how they react on the body, their relation to problems of bodily development and the prevention and relief of certain defects and deformities.

Advances in the past few years in physiology and other related sciences are all reflected in this sixth edition. A more functional approach has been used, resulting in a better integration of topics which are essential to a proper understanding of muscular movement.

A Concise Laboratory Manual and Atlas for Comparative Anatomy, *by W. H. Atwood. Published by the C. V. Mosby Company, St. Louis. One hundred ninety-five pages. $2.75.*

This new manual is written primarily to accompany the author's "Concise Comparative Anatomy," but it may be used in any comparative anatomy course with any text. The studies in the manual are arranged in the comparative order but for those who wish to follow the type method of dissection, a second table of contents has been prepared.

Football for the Beginner, *by George R. Staten. Published by Educational Publishers, Inc., St. Louis. One Hundred pages. $2.00.*

Coach Staten's book is the result of fifteen years experience in correcting the bad playing habits that many of his boys developed when playing in neighborhood scrimmages. It explains the rudiments of the game, simply and clearly. For coaches of junior high and high teams, it contains practical, useful information.

Excellent diagrams and illustrations help to clarify the subject matter.

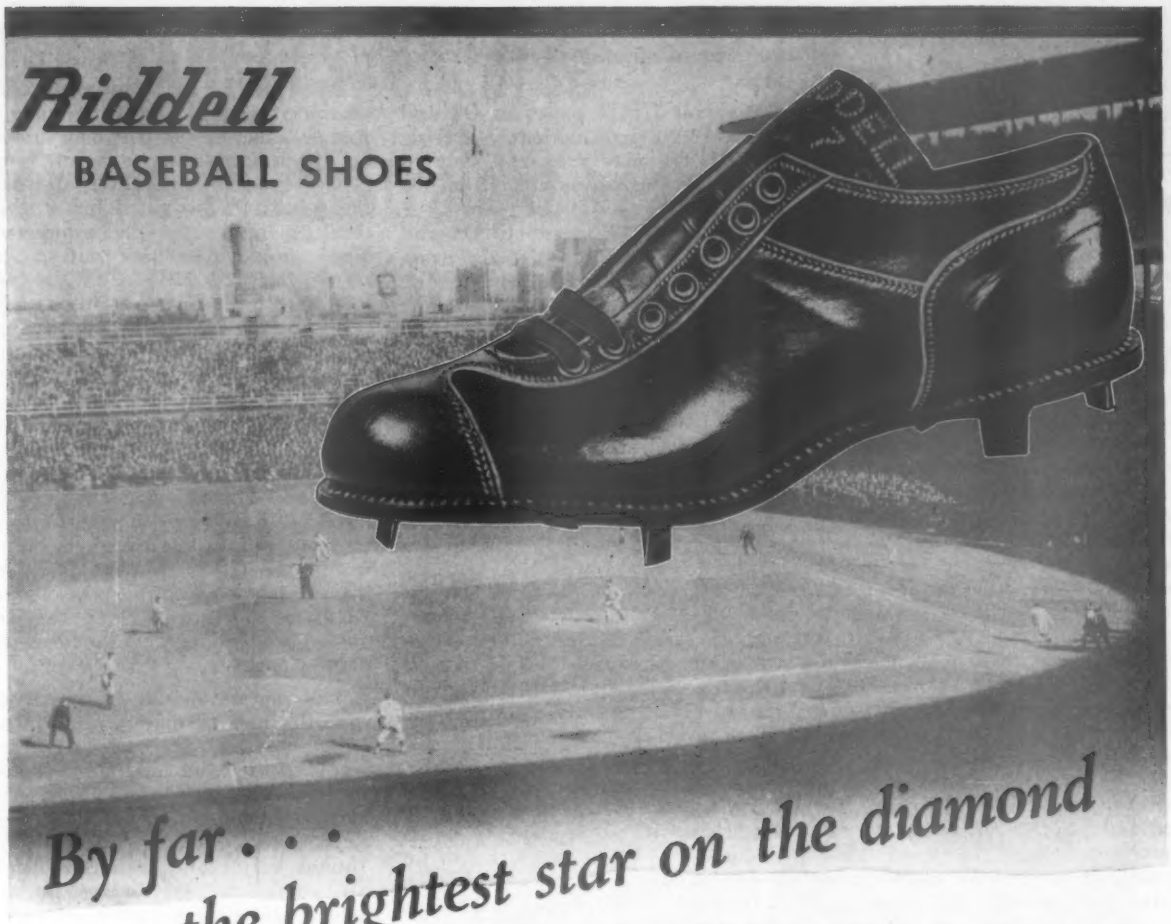
NEW FILMS

Basketball Highlights of 1949. *Released by Official Films Incorporated, of New York.*

This is the sequel to "Basketball Thrills of 1948" which caused widespread comment and interest on the part of sports fans, physical education instructors and coaches. This new sport reel, like its predecessor, was photographed on the scene of the actual games, all of which were played in Madison Square Garden in New York City.

Highlighted in this film are the outstanding plays that made basketball history in the NCAA finals as Kentucky took on Illinois. Also depicted is the famous game in which San Francisco met Loyola for the National Invitation championship. As an added feature the film includes the top thrills of the memorable meeting of New York University and Notre Dame.

This film is available in both 8 mm. and 16 mm. sizes and in both silent and sound versions and is popularly priced. Further information may be had by writing to the Public Relations Department, Official Films Incorporated, 25 West 45th Street, New York 19, New York.



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Double Post Attack

(Continued from page 11)

angle set-up is: *the player who passes in to the post should be the first to break or cut to split the post.*

Build the Double Post By Units

Unit 1. Take one post man and one front man. Place the post at his position and the front man in one of the two front positions in his triangle. Give the ball to the front man and let him pitch in to the post, then break fast off the post and receive the ball back for a lay-up or a close-in, one-handed shot. Practice different types of passes in to the post—i. e., high, bounce, hook, etc. Be sure the post men are coming to meet the pass.

Having demonstrated this first step, spread the other post players at the other baskets and have the front men rotate passing in to and breaking off the posts (Diagram 4).

Unit 2. Place a defensive player to check the post and front men. Have the defensive players make it tough to get the pass in. This is the best place to show the boys how important a fake pass can be—especially against players checking the post men too close and obviously playing for pass interceptions. Have the player checking the post man try for interceptions on the pass in—tell the front man to pass to the post. At the same instant the defensive player takes a step or two forward anticipating an interception, have the post man step in the opposite direction and toward the basket—then the front man should pitch a high pass to the post going in for a lay-up. This, of course, requires good timing and comes only with lots of practice.

With this simple drill of two on two most of the objectives such as: passing, cutting, faking, screening, rebounding and boxing out for rebounds, shooting, dribbling, timing and an eye for play-making can be obtained (see Diagram 5).

Unit 3. Add another front man to make the triangle (Diagram 6). Let them practice for a few minutes on passing in to the post and getting the idea that as soon as the ball leaves the passer's hands the two front men should "explode," breaking and splitting the post, *the passer being the first to break.* When they have mastered this, place defensive players on the three in that triangle and start another triangle going at the other end of the court.

There are several options involved in this triangular set-up and they should be clearly understood. The following diagrams will show some of them:

Diagram 7. O1 passes to O4 and uses O4 as a screen, thereby freeing himself. O1 may receive a delayed hook-pass over the shoulder from O4 and go in for a lay-up.

Diagram 8. O1 passes to O4 and cuts. O2 breaks off O1's tail, using him as a screen and thereby freeing himself—continues to break for the basket. O4 fakes a pass to O1 and returns the ball to O2 for a shot. I think this option is quite potent—especially if the timing is good. The second player to cut, in this case O2, has the best opportunity of being free for a shot.

Diagram 9. O2 passes to O4. O1 cuts off O2's tail and receives ball from O4. O1 bounce-passes to O2 who goes up for a shot.

Diagram 10. O1 passes to O4. O1 and O2 split the post. The defensive man checking O4 sees either O1 or O2 open and starts to slide over to help cover; O4 quickly takes advantage of his being out of position and either pivots and drives for a lay-up, or simply turns around and shoots.

Diagram 11. Post man, O4, after receiving the pass, may fake or double-fake a return pass to either O1 or O2 or both, then drive in for a shot or take a jump or hook shot.

Diagram 12. O1 passes to O4, then goes over and puts a rolling screen on O2's defensive man. O2, taking advantage of the screen, breaks hard down the inside for the basket. O1, using a rolling screen and a change of pace, also breaks fast down the outside. O4, faking all the time to keep his defensive man busy, passes to either O1 or 02, whichever he thinks is in best position to score.

Before we go to the next step let me clarify a few points:

(a) The above are some of the options that may be used in the triangle on the side of the key-hole as diagrammed. These same options will prevail for the triangular set-up with the other post man on the other side of the key-hole.

(b) To help free the post men and to make it easier for the boys out front to pass in, encourage the post men to break frequently for the basket from their position next to the free-throw line, and when they are open have the front men pass to them. If they don't receive the ball they should use a quick change-of-pace, zig-gagging or darting back to their original position and coming to meet the ball, thus shaking the defensive man long enough to make it easier for the front men to complete a good pass to them.

(c) Players out front should be cautioned against trying to force a pass in. Likewise the post men should be discouraged from trying to force a pass to one of the players splitting the post if he isn't free or if they think it might not be completed. They should pass back out to the third front man (who should always be freeing himself and awaiting a pass if things get messed up) and then start over again. The players must understand that not every pass in to a post will result in a shot at the basket. Often it takes many pass exchanges before things are right—or a good position for a shot is secured.

Unit 4. Through previous steps we have built our two triangles — now we must unite these two. When that is ultimately accomplished we have the makings of a double-post offense. Diagram 13 illustrates the two triangles brought together to form the double post.

The players should be impressed with the idea of maintaining an offensive balance or pattern. For example, if the front men break in and split the post but do not receive the ball back, they should immediately get back into one of the pattern spots (unless a free-lance situation comes up where an easy basket can be made.) However, maintaining an offense balance or pattern eliminates the discouraging sight of seeing all or several of one's players bunched together and consequently accomplishing nothing.

Rebounding and Defensive Balance

Unit 5. We naturally want our two big post-men on the boards covering each shot taken—chiefly because of their size and offensive position, which is close to the basket at all times. We insist that the post man cover the area on the side of the free-throw lane he is on at the time a shot is taken. If one of the front men takes the shot, we like him to follow his shot and cover the middle lane so that we have three players working for the rebound or tip-in on every shot. If a shot is taken by a post man, whichever front man is closest to the backboard covers the middle lane. We prefer to have two men back for defensive balance at all times.

Double Post Strategy and Plays

Unit 6. When the opponents try

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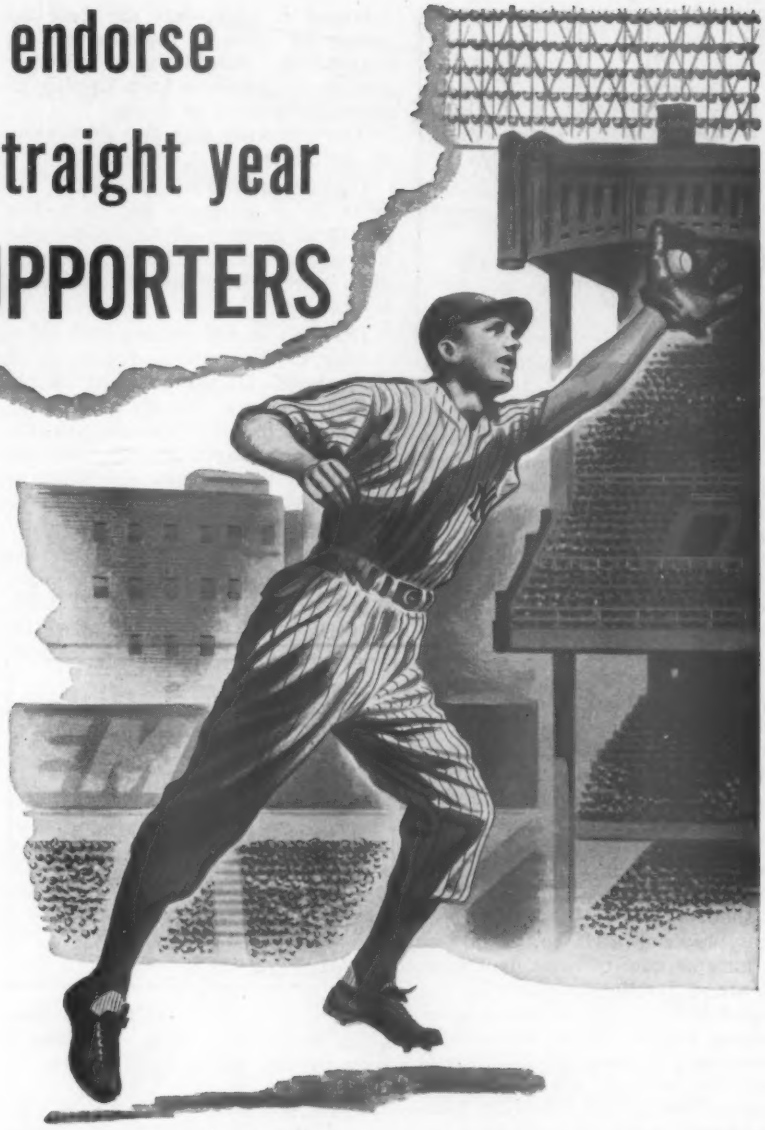

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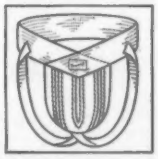

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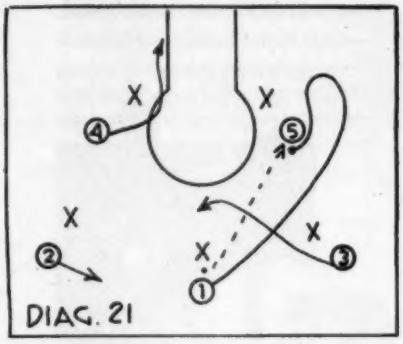


to stop passes into the post men by dropping back players and checking the front men so that they can two- or three-time the posts and thereby prevent the pass in, one of the front men should move in and take an easy, unhurried shot. This, alone, will score many points. Eventually the defense will become concerned about the front men hitting and will come back out to check them. Then, of course, the team can go back to passing in to the posts.

When our fast break is being stopped, we pass the ball around rapidly, especially among the three front men, waiting for our post men to get in position. Any time one of the front men finds his defensive man playing him loose enough so he can get a good one- or two-handed shot off, and if he is in what he *knows is a good shooting area,* we want him to shoot and shoot often. If he hits we get an easy two points. If he misses, our post men because of their floor position, are in excellent position for the rebound and are trained to swing into action for the tip or rebound as soon as the ball leaves the front man's hands. The post men get a good many points on tip-ins and rebounds from such action.

In short—we consider a shot at the basket, if missed, as good as a pass in to a post man. Often it is better than a pass, because the post man has moved to a rebounding position, is closer to the basket, and, if the rebound is high, has the ball up where he likes it because of his height. He should have but one thought in mind to keep tipping or rebounding until he scores.

The following diagrams show some of our plays.

Diagram 14. O2 passes to O4, O1 fakes as if going to the right but goes left, cutting off O2 and using him as a screen. O4 fakes to O2 and gives to O1 who dribbles in for a lay-up.

Diagram 15. O2 passes to O4, fakes cutting to the right and goes down the outside. O1 fakes cutting off O2 and drops back. At the same time O2 passes to O4—opposite post O5 moves up to screen for O3 who cuts fast down the outside. O4 fakes to O2 and hooks or bounce-passes to O3 going in for a shot.

Diagram 16. The player who passes to the post men employs an inside screen. O1 passes to O4, fakes a cut to the left and applies an inside screen for O4. O2 fakes a deep break down the outside. O4 fakes a pass to O2, pivots and drives for the basket.

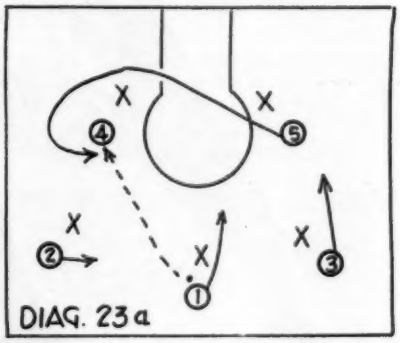


Diagram 17. O1 passes to O3 who starts dribbling as if he is going down the outside, O5 slides over and screens for O4. O4 cuts for the basket and receives a pass from O3.

Diagram 18. O1 passes to O3, O3 passes to post man O5, then applies a rolling screen for O1. O1 drives hard down the outside. O5 fakes to O1 and passes to O3. O4 pulls his defensive man out then drives for the rebound. O2 covers.

Diagram 19. This is simple but effective. O3 passes to O1, O5 sensing that his defensive man is relaxing, takes a quick step to the inside and breaks for the basket. O1 should whip him a fast, leading pass.

Diagram 20 is also simple but effective, especially after the post has been split a number of times. O3 passes to O1, O1 to O5. O1 breaks as usual to split the post but after a couple of steps quickly changes direction, thereby throwing his defensive man off balance long enough to get in between him and the basket. O1 receives the ball from O5 and shoots. If O5's man switches and picks up O1, O5 breaks for the basket to receive a return pass from O1.

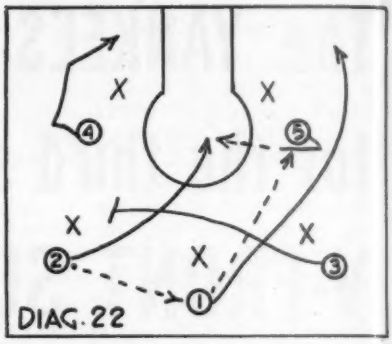
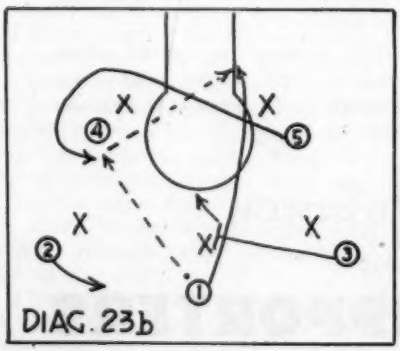
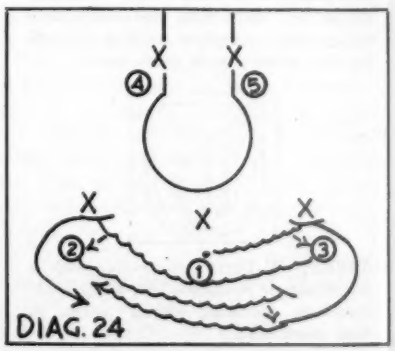


Diagram 21. O1 passes to O5, O1 and O3 both break as if to split the post. O1 doubles back, cutting very close to O5 thereby screening his defensive man. O5 hands off or short passes to O1 and screens for him. O1 takes a set shot.

Diagram 22. O2 passes to O1. O1 passes to post man O5. O1 and O3 appear to be going to split the post, O1 does drive hard down the outside. O3 starts as if to split the post but loops over and screens for 02. O2 breaks and receives a pass from O5, who has faked a pass to O1. O2, after receiving the ball from O5, goes in for a lay-up if the lane is not congested, otherwise he takes a one-handed push shot.

Diagram 23. We like to have our post men loop one another occasionally to more or less loosen up the defense used on our post men. Now and then when we pitch to him we catch his defensive man off balance and he may be able to drive in for a shot by screening off his own post man, or he may have a good set shot from in front of the post. Another option from looping the posts is shown in Diagram 23B. O1 passes





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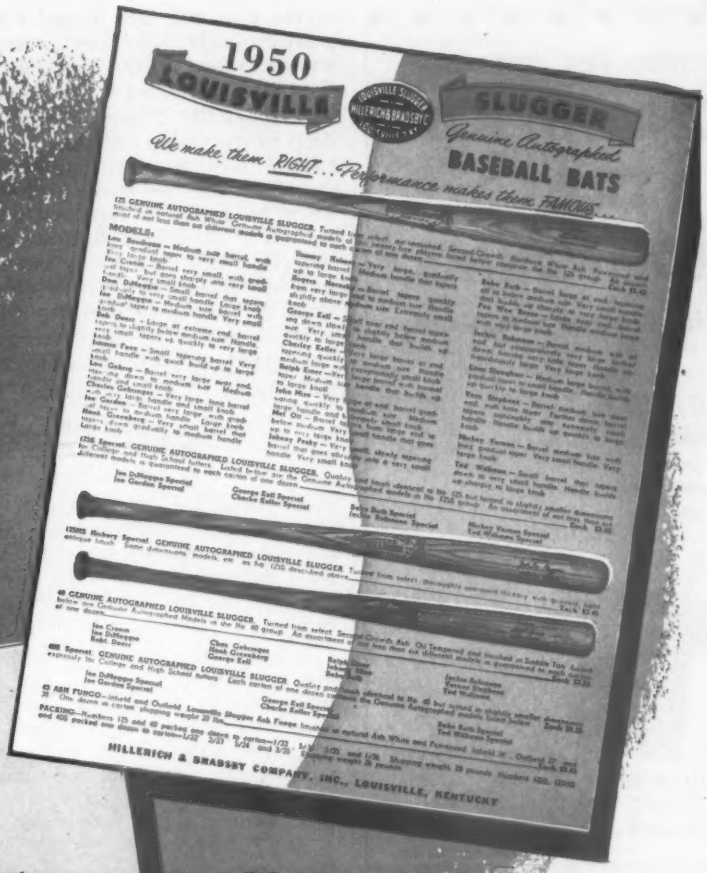

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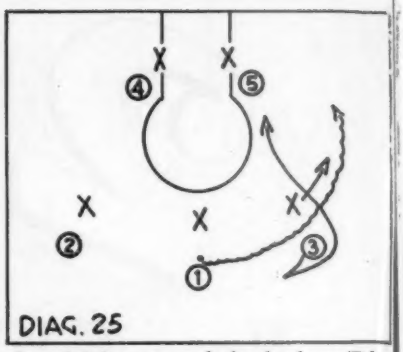
to O5 who has just looped around post man O4, O3 slides over and screens O1's man. O1 breaks fast for the basket, receiving a pass from O5.

Diagram 24. The post men drop deep to the corners of the free-throw circle. The three men out front use the three-man weave—each screening when he passes to the man cutting behind. If the defense does not switch but plays more like a zone out front, the dribbler keeps on dribbling instead of passing to the man cutting behind, and that man reverses his direction and goes the same as the dribbler so we have a 2 on 1 situation driving toward the basket (Diagram 25).



DIAG. 25

Special Defensive Maneuvers

(Continued from page 9)

these maneuvers are based is, "Prevent the opponents from carrying out the offensive pattern which they prefer." Strategy of this kind prevents a set attack from operating successfully.

A few of the maneuvers employed are: playing in front of the pivot man, keeping ahead of an opponent who cuts across the free-thow lane from the side of the court, cross-screening on rebounds, two-timing to steal the ball, using a delayed attack against a tall rebounder.

Playing in Front of the Pivot Man

A careful survey of the offensive tactics of teams of all kinds throughout the country discloses the rather interesting fact that practically every one of them uses a pivot play of some kind. There may be a single pivot or a double-pivot post. Nearly all of them set up the post man or men either just outside the free-throw lane or somewhere along the free-throw line. The play may be incidental or a definite set pattern. Whatever the nature, the object is to get the ball to the pivot man. From this point, scoring plays develop. Since the play centers around the pivot, a defense which could prevent the ball from getting into the pivot or could nullify cuts around the pivot would neutralize its effectiveness. It would seem to be more sensible to prevent the play from starting rather than to attempt to stop it after it begins.

Playing in front of the pivot man is the one maneuver which prevents a teammate from passing the ball to him. It likewise prevents effective screen play off the pivot. The use of the pivot for cutting or shooting is highly effective but only about the free-throw area.

It has been found by careful research through trial and error, that a defensive player may work between the pivot man and the ball any time the pivot man is in an area about the goal bounded by the 12-foot shaded square shown in Diagram 1. The defensive player may safely stand just outside the boundaries of this area, but when the pivot leaves this area the defense must play behind the pivot or between him and the goal. Attempts to throw the ball over the head of the defensive player have not proven too successful. When the opponents do attempt to pass over the heads of the defense, it is evidence of the concern which the defense has caused its opponents.

In order to maintain a strong position with this type of play, the defensive player must always avoid contact with his opponent and he must maintain a position on a line which connects the ball and the goal. Diagram 2 shows four positions of the pivot man and the ball. In each case, the guard is shown in a position so that he is approximately three feet from the pivot man and touching an imaginary line which connects the ball and the goal.

Contact is to the advantage of the pivot man. Consequently, any time the pivot moves up to make contact, the guards should move away. Without contact, the pivot cannot screen the guard off and will experience difficulty in outmaneuvering him.

Cross Screening on Rebounds

Those who play strictly man-to-man are afraid of this type of maneuver. It does not fit into the zone. The one weakness of this type of strategy is that it gives the pivot man the advantage on rebounds when a shot is

made over the defense. In recognition of this fact a companion play is designed. This play is called cross screening. The movement involved in cross screening really affords stronger opportunities for rebounding and less chances for the opponents to screen the path of the defense. The movement is shown in Diagram 3. In this diagram a typical offensive formation is shown. The defensive player on the side of the court from the ball, crosses to screen the pivot man while the guard who was playing the pivot man before the shot fills in the position left by his teammate and plays for the rebound from a very advantageous angle. It is difficult to screen either of the defensive players when they move in such a pattern.

Keeping Ahead of the Cutter

The plan of playing in front of an offensive player has further application when the offensive player cuts from the side of the court across the free-throw area. Diagram 4 shows the typical set-up. When this occurs, the successive positions of players 1 and 2 are shown by broken lines. It is a very strong offensive movement and if the pass to the cutting player is successful, a shot is almost certain. Therefore, if the pass can be prevented or intercepted, the opponents are prevented from carrying out their plans.

Since the ball is on the opposite side of the court from the cutter (Diagram 4), the guard sags away from his opponent. In this case his distance from his opponent will depend upon the relative reactions of the two players. The slower the guard the farther he must sag from his opponent. In any case, the guard should be at least six feet away from his opponent. In addition, he must always be on that side of an imaginary line which connects the cutter and the ball. He must never get caught standing on this line. This means that every time the ball or the cutter changes his position the guard must adjust his position to the new situation.

As the cutter starts across the court the guard moves across also. Since the guard has sagged away from the cutter at the outset, he has time to react to the movements of the cutter before he (the cutter) can get beyond him. When the cutter moves into the area indicated in Diagram 1, or the guard assumes the position described for playing the pivot man, the guard will also cut in front of his opponent to intercept the ball any time a pass is attempted.

If no pass is made to the cutter by reason of the sterling play of the guard, and the cutter continues across to the other side of the court, the guard keeps ahead of him until the offensive player crosses the imaginary line which connects the goal and the ball. (This assumes that no opportunity to switch arises.)

Two-timing to steal the ball must always be a surprise maneuver. It consists of a second defensive player unexpectedly attacking the ball when the player holding it is closely guarded. It can be employed successfully only when the player with the ball can be surprised by a guard approaching him from the rear or from a direction in which he is not looking as he (the player with the ball) pivots. It is a waste of time and energy to attempt to two-time a player who has both defensive men in his visual field. Such a foolhardy move does not disturb the offense and it makes the defense decidedly vulnerable.

Many teams are employing this type of play. Even man-to-man teams are risking the freeing of an opponent to cash in on the possibilities of stealing the ball. Such tactics are

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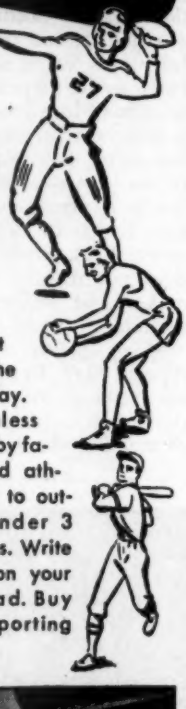

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Attacking the Tall Man

Much energy and futile effort is spent by the short player in attempting to out-jump a very tall man. When the tall man goes up for a defensive rebound the laws of gravity guarantee that he will come back down. Where there is little or no opportunity to out-jump him, it is wise to let the tall man get the ball. The moment he returns to the floor with it the shorter player should attack. If the short player jumps the instant the tall man hits the floor, he has an excellent chance to grab the ball or at least knock it out of the tall man's hands. There are very few short players who cannot jump as high as a tall man can reach. Often the tall man is careless and brings the ball down to his waist so that the small player is aided in his efforts to get at the ball.

It is good strategy for two players to attack the tall man. They should stand on either side and slightly to the rear as they wait in readiness to pounce upon him. They should never stand behind him.

All these maneuvers have been successfully used. They are an integral part of a team defense. It must be remembered that the most of them require perfectly-timed teamwork to be successful. If the timing and team co-operation are absent, a player or team may appear quite ridiculous. On the whole, the results have amply justified the time and effort required to incorporate them into the defense. When a team is outmanned, strategies (call them heroic attempts if you will) of this kind are necessary to make a really interesting contest.

Survey of High School Track

(Continued from page 29)

North Dakota each improved three of their records.

Pacific States Lead Again

A further comparison was obtained by examining the various sections of the country. As last year, the Pacific Coast states of California, Oregon and Washington had the highest average. Their point total was 91 for an average per state of 30.3. Second was the Middle Atlantic section which comprises the states of New York, New Jersey and Pennsylvania. Their point total was 67.7 and the average per state was 22.6.

Close behind this group were the East North Central states of Ohio, Indiana, Illinois, Michigan and Wisconsin with a point total of 110.6 for a state average of 22.1. These three sections were the "big three".

A considerable margin separates the next section, the West North Central states, from the first three. The states of Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska and Kansas totaled 64.9 points for an average of 9.3. The West South Central states of Arkansas, Louisiana, Oklahoma and Texas collected 29.4 points for an average per state of 7.3.

Another drop took place between this group and the one that followed it—the Mountain states. Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah and Nevada totaled 18.8 points for an average per state or 2.3. The New England states followed with 8.8 points. Vermont, Massachusetts, Connecticut and Maine therefore averaged 2.2. The South Atlantic states of Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia and Florida totaled 10.3 points for an average per state of 1.5. The East South Central section was last with 1.3 points. This was a state average of .3 for Kentucky, Tennessee, Alabama, and Mississippi.

The states of Delaware and Rhode Island were not included in the statistics as these states do not hold state track meets.

Private and Parochial Schools

Although some of the private and parochial schools compete in the state track meets, most of them do not. Because we feel that recognition should be given to the track program in these schools we have mailed questionnaires to all private and parochial schools with an enrollment of 100 or more.

The results of this survey appear in the honor roll on page 33. The times and distances in this honor roll were all made in meet competition.

All private and parochial schools are invited to send in the results of their 1950 track meets this spring for use in next year's honor roll.

Basketball for Elementary School Boys

By CLYDE KNAPP
University of Illinois
and
HARRY COMBES
Basketball Coach, University of Illinois

THE writers believe that elementary school boys should be given every opportunity to develop skill in basketball. Because this sport enjoys outstanding popularity it should occupy a prominent place in the winter season physical education program.

Since there is no unanimity of opinion as to how this problem should be approached it may be helpful to consider some points regarding development of basketball ability that consider effective promotion of potential abilities and that are based upon the fundamental belief that the opportunity to play this popular game is the right of every American boy.

Some coaches believe that the way to develop able players is to promote highly-organized interscholastic competition in elementary schools. Others believe that best results are achieved without interscholastics through a program in which all, or most of the boys learn, practice, and play basketball. Still others feel that a combination of significant experience for all, plus modest interscholastics growing out of physical education and intramural programs, is most effective.

Basketball specialization may start too soon. In order to be ready to learn game fundamentals efficiently, boys need practice in activities designed to improve balance, flexibility, agility, and co-ordination. After the development of reasonable abilities in these areas, the teaching of basketball skills becomes much easier and proceeds more rapidly. It follows that attention to the basic skills of body control, prior to basketball specialization, contributes significantly to the making of good players. Coaches who are keen for early interschool games may miss the point that emphasis upon elementary school interscholastic basketball may overlook many boys who have potentially high ability to play and to achieve satisfaction from playing. Concentrating attention upon one team, or only a few teams, tends to select two types of boys. One is the boy who stands out among his peers because his playing ability and interest already have been developed through home, neighborhood, or school experiences; the other boy is the boy who is physically more mature than most of his class mates and, because of this, possesses greater strength, or speed, or co-ordination, or any combination of these. Patterns of growth and of past experiences make it desirable to encourage sixth- seventh- and eighth-grade boys to develop new interests and abilities. While concentration on a few teams tends to eliminate boys who have undeveloped basketball ability, attention to the many in physical education classes and in recreational and intramural periods tends to develop potential, but latent, ability. In a large elementary school or junior high school where emphasis is placed on the development of a few teams, many boys who have the innate ability to become competent basketball players fail to develop because the school program offers them little encouragement.

The writers believe that at school levels below the ninth grade, a program of basketball within a program of physical education and intramurals provides the best means of tapping the basketball resources of a community as well as serving to develop boys physically and socially. Without believing for a minute that elementary school sports can be justified on the basis of "feeding" competent athletes

HARRY COMBES graduated from Illinois in 1937. He coached for ten years at Champaign, Illinois, High School. Seven of the nine basketball teams that he coached went to the state finals. His 1945 and '47 teams were runners-up and his '46 team won the title. He came to Illinois in 1947.

CLYDE KNAPP graduated from Illinois in 1927 where he played football. He coached basketball for eight years at the Fremont, Nebraska, High School and for eleven years at the University High School, Madison, Wisconsin.

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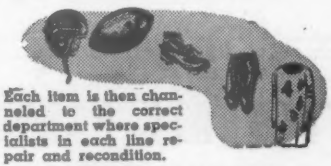

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to high school teams, the writers do believe that attention to sports for all provides not only the best answer to the need for educationally sound experiences in that area but also provides the best basis for the development of competent athletes for high school teams. We believe that a sound basketball program for boys through grade eight should consider the following points:

1. All boys should be given an opportunity to learn and to play the game.

2. Playing facilities should be shared equally by all of the boys.

3. Instruction and coaching should be shared equally by all.

4. "Lead-up" games and activities that develop skills in ball-manipulation and body control should be stressed for younger boys.

5. Stimulation of natural interests in playing, rather than artificial stimulation toward a high degree of specialization that tends to limit participation in other physical activities, should be stressed for elementary school boys.

6. Participation for all, or most, of the boys through class, recreational, and intramural activities should be given priority in alloting time, facilities, and teaching personnel.

7. Interscholastic programs, if deemed advisable in local situations, should represent only the peak of a pyramid which has for its base, basketball experience for all or most of the boys in class situations; and for its mid-section, basketball for the many in recreational and intramural activities.

Speed Up the Game

(Continued from page 12)

these games lasted over two hours, and that one resulted in an extremely one-sided score with 17 runs being made.

In 1943 approximately the same results were obtained. In one of these games both coaches agreed to this pattern before game time and instructed their players accordingly. The result was a one hour and thirty-five minute seven-inning game. The final score was 5 to 1, a total of six runs being scored.

At first the players complained that they did not get to handle the ball often enough during the game. However, after the first few games the players admitted that they had to be on their toes more due to the faster tempo of the game and they also felt that the game was more interesting. The players also agreed that this type of game did not detract from their playing skill.

Tossing the ball underhand, throwing it around the infield excessively, or walking back and forth between one's position and other teammates certainly are not dependent upon skills. These practices may easily be eliminated without detracting from a player's skill. As a matter of fact, elimination of these items should give the players more time to concentrate on skills.

Now let us examine these superfluous time-consuming activities that take place on the field.

1. Coaches should not stop the game to show pitchers how to hold a runner on base or how to step back off the pitching rubber. Also, first basemen should be coached previous to game time on how to cover the base with a runner on first base. When there are runners on first and third base the coach need not stop the game to assemble his infielders for instructions on what to do. A signal with his infielders, worked out beforehand, will suffice to meet the situation, and probably will prove to be more effective.

2. When an out is made the ball need not be thrown around the infield more than once. Emphasis should be placed on an unhurried and accurate toss at this time. Too many times the outfielders must retrieve balls thrown wildly after an out is made. Some catchers have a habit of throwing the ball to the third baseman or to the first sacker after receiving each pitch or after each few pitches. This is unnecessary and has very little influence in steadying a pitcher.

3. Pitcher and catcher should talk things over before the game, and also between innings while on the bench awaiting their turn at bat. A huddle between them is necessary in certain situations but certainly not more than a few times a game. Recently in a seven-inning game I counted fourteen huddles between catcher, pitcher and coach, and infielders during the seven innings that that team was in the field.

4. Infielders ought to be taught to concentrate on their play while staying at their own positions. While it is true that a certain amount of communication should take place there really is no need for infielders to come to the mound to congratulate

the pitcher after each out or strike-out.

5. Too much time is consumed by pitchers between innings. Sometimes this is not the fault of the pitcher but of the utility men on the bench who should be ready to take the pitcher's throws when the game catcher has made the last out or was on base as the third out was made. Someone should be warming up the pitcher while the game receiver is putting on his paraphernalia.

6. Very few coaches have a pitcher in the bullpen warming up and ready for an emergency. The best practice is to tell one or two pitchers and catchers to start tossing a ball as soon as the game starts, and also at the beginning of each few innings unless notified otherwise by the coach. The bullpen pitcher should regulate the speed of his tosses according to the success of the game pitcher. The coach should also be ready to signal the bullpen pitcher when to speed up his warm-up.

7. Some pitchers use up more energy returning to the mound after making a pitch than they do on the actual pitch. Too many pitchers walk a few steps toward the catcher to receive the return throw from him after throwing the pitch. This increases the return trip to the mound. Furthermore, the return trip is so often mistakenly made around the mound rather than over the pitching rubber.

After a pitch has been made, the hurler need only back up three or four steps to be behind the pitcher's rubber where he can receive the return throw from the catcher and be ready to make the next pitch. Catchers should not walk up in front of home plate to return the ball to the pitcher after each pitch.

Rating Scale for Football

(Continued from page 22)

On the other hand, conditions may be such that results and interpretations are desired so quickly that there is not time for the processing of motion pictures. Some coaches may wish to consider the possibility of training members of their staff or other interested personnel in observing competitive play so that immediate ratings on this scale may be obtained. It has also been suggested that players might be trained to observe each other as an important device in improving their own performances.

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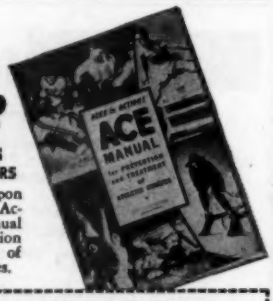

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3. We found by the use of the graphs that the players followed the coaches' individual ratings quite closely.

4. By use of the movies the inexperienced players gained knowledge and reacted more quickly to observation than by actual coaching in the field.

5. Players dropped their bad habits much more readily when they learned that they were being graded on perfection and execution.

6. The coaching staff definitely gained knowledge about the whole squad and by our method of grading we had greater confidence in our comparisons, not only in advancement of the individual players but in our discussions with the players as to why each was advanced or not advanced.

Speedline Method for Gymnastics

(Continued from page 28)

(3) The Speedline Method calls for quicker scores and consequently shows up poor officiating.

(4) Because of this, judging in the future should be improved.

(5) It increases spectator interest.

(6) The total score of each contestant is announced within four seconds after the last judge has called in his score.

(7) The final score of the event and meet are available as the last man leaves the apparatus.

Definition and Duties of Personnel Involved in Conducting a Gymnastic Meet

(1) *Judge*—The person who scores the contestant, phones the score to the receiver, and records the score on his line-up pad.

(2) *Receiver*—A person who receives the judge's phoned-in score; records it on a slip of paper, and hands the slip to the adding-machine operator.

(3) *Adding-Machine Operator* — The person who totals the individual judge's scores and passes the total score to the announcer. In the case of five judges, he throws out the highest and lowest scores and adds the remaining three.

(4) *Event Totalizer* — He records the scores of individuals for each event, calculates the position of the contestants and the number of team points earned. This is done while the meet is progressing.

(5) *Meet Totalizer*—He works with the event totalizer and at the end of the event he should have a report of the first three place winners in each event, the event score and the meet score, which is announced immediately after each event ends.

(6) *Announcer* — The man who paces the meet, introduces contestants, judges and coaches, announces all events, individual place winners and team scores, calls the gymnast up to the apparatus and instructs the contestants to be on deck.

Experimentation with various types of phones is being carried on which in the future may prove to be an improvement over the present Speedline Method.

Comments on the Speedline Method from the outstanding men in the field of gymnastics in this area are as follows:

Mr. Roland Eckard, Gymnastic Coach, Cortland State Teachers College, Cortland, New York — "I was very much impressed by the conduct and management of the Syracuse University-Cortland State Teachers College Meet. The use of the field phones by the judges to convey scores to the official scorer was, in my opinion, far superior to visual or carrier methods generally employed. The almost immediate announcement and posting of the scores was very helpful to participants and spectators. This procedure aided in the element of competition so often lacking when competitors and spectators must wait until the event is long over before any scores are posted. The meet was, by the use of the phones, the most efficiently conducted I have experienced."

Mr. Henry J. Berberich, Head of the Department of Physical Education, Board of Education, Syracuse, New York—"The one feature of the meet, Syracuse University-Penn State, that stands out in my mind was the communicating system used by the judges and the scoring table. It is surely a step in the direction of

modernizing gymnastic meets. Runners were eliminated and results were given soon after each event. There was no confusion, spectator interest was kept at a high level throughout the entire program and it functioned smoothly in every respect."

Mr. Lewis Szeles, Director of Physical Education and Coach of Gymnastics, Onondaga Valley Academy, Syracuse, New York—"The introduction of the intra-communication system between the several judges and the scoring table in your recent meet brought home to me one important fact: Gymnastic meets in the future will satisfy the "score conscious" spectators because the intra-communicating system speeds up tabulation so that a running score is made possible immediately. Spectators will no longer have to wait hours to get final results. Competitors will try harder when scores are announced upon the completion of each performer's exercise. Spectator interest is increased when these results are transmitted to them. The use of a scoreboard is made possible with the use of this system. Gymnastics can and will increase in popularity because it has a tremendous audience appeal and with the aid of this intra-communicating system it is very likely that it will become a "big time" sporting spectacle. If this communicating system was adopted by high schools and colleges in their meets, I am sure that gymnastics would prove to be another major income source along with football and basketball. This system has my heartiest endorsement for a great future in gymnastics."

(The writer wishes to express his thanks for the able assistance and co-operation given by Melvin Baker, undergraduate student at Syracuse University and former Army Air Corps Physical Training officer)

Fast Break, Shifting Zone

(Continued from page 14)

O2 to O1. O1 passes to O4 who passes to O5.

In Diagram 9, O3 again retrieves the ball, passes to O2. O2 passes to O5. O5 dribbles, passes to O1, who goes for the basket or O4 comes down for a second option.

In the next two diagrams we show where the ball is intercepted by front-court players and the plays that could be set up for a fast break.

Diagram 10. The ball goes to O1. O1 to O5. O5 has the option of passing to O4 or O2, both coming up from the back court.

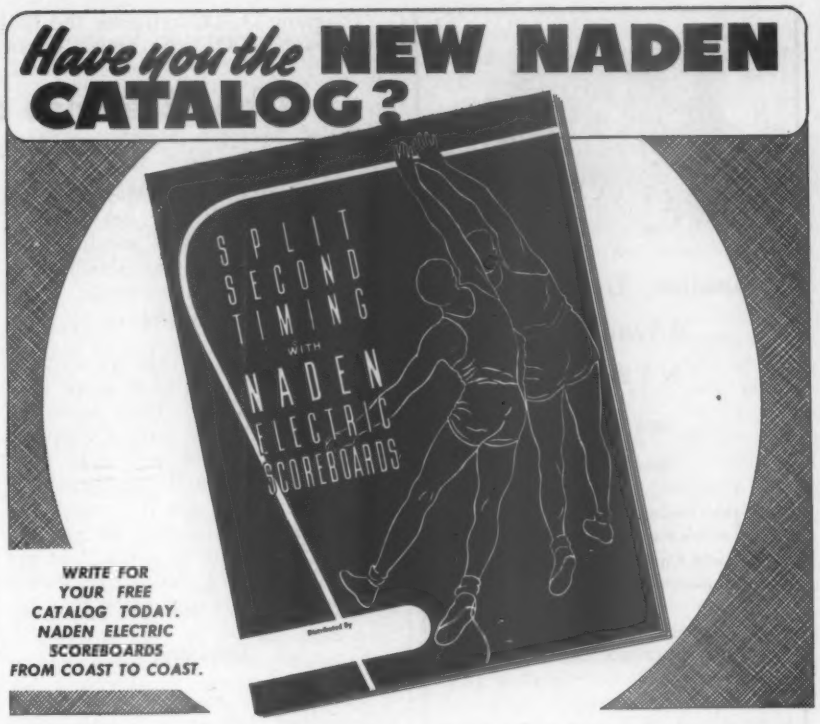
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Diagram 11. O2 retrieves the ball and passes to O1 who moves to the center. O1 passes to O5 or O4 who come from the back court.

Good Defense and Ball Control

(Continued from page 15)

to make every boy on the squad rebound conscious. We work a lot of drills in our practices, varying from individual to entire team rebounding.

Held Balls

We want to feel that we will get possession on jump balls more than our opponents will. Here again, of course, the tall men have a great advantage. Our style will vary with game conditions and opponents. If we think we can get the jump and have one man assigned to get the ball, we want him to get it, and get out without being tied up regardless of how tough his opposition may be.

Dribbling

The dribble may be easily overemphasized, but it is a very good weapon in ball-handling and the possession game. A player can dribble when he can't shoot or pass. It is important in taking the ball away from the backboards or out of a congested area. It is good to use after a fake pass or shot to drive in for the basket. A player should know when to dribble, and when dribbling to keep his eyes open so as to know when to pass to a teammate or drive in for a shot. He must be able to start and stop quickly and to change direction without losing the ball.

Ball Interception

We put a lot of stress on intercepting passes. Players must know when to try for interceptions. Some passers telegraph the pass so we watch for such tip-offs. The long pass is where we put on the pressure, for this is the one we want. We may over-run a pass and look bad but the one we do intercept makes us look good.

Ball Possession

I know of no more important team fundamental than proper ball-possession. Proper ball-possession means successful team performance. A team can't win without the ball. The players should get it and keep it until they can score, if at all possible. The players should never lose the ball without getting a shot at the basket; if the first shot is missed they should try for a second shot. I try to impress upon my players that it is not the first shot that wins games, but getting the second if the first is missed.

We want the ball more than our opponents. Studies on this have proven that over 60 per cent of the time, the team controlling the ball most has won.

In teaching the ball-possession game I do not teach the stall game. I stress making a minimum number of bad passes, control of the boards, control on jump balls, at the free-throw lines, out of bounds and control by proper use of the dribble.

When we lose possession of the ball we strive hard to get it back. We press hard and try to make our opponents pass wild or lose the ball on a violation. Good ball-possession may do a lot to demoralize a great offensive team. We work on the theory that every time we get the ball in our opponents' end of the court and then lose the ball without getting a shot at the basket, we are giving the opposition the equivalent of one point.

The Two-Handed Shot

I think many coaches have forgotten one of the best offensive weapons in basketball—the two-handed shot. I may be from the old school, but I still believe in it and we spend hours on two-handed shooting and developing a good follow-up game. I think my team shoots three or four times as many two-handed shots as any of our opponents.

The average high school boy cannot shoot one-handed with much accuracy if he is more than twenty feet out. Because of this the defense will mass around the basket and make it almost impossible for the offense to penetrate. With two or three good two-handed shooters and a good follow-up game one can make them come out. This opens up the defense and offers the offense an opportunity to drive in. We feel that we have better control of the ball when using two hands, thus making it easy to shoot fast or to pass or drive in.

I don't want to take anything away from the one-handed shooters; we shoot a lot of one-handers and we fire away with our long two-handers.

I tell my boys if they are inside a twenty-foot area to shoot any way they can but if outside it to use the two-handed shot.

Conclusion

To have sound team-play we must teach fundamental skills and good team-play. One is dependent on the other and should be developed at the same time and, as much as possible, under playing conditions.

Regardless of the type of defense and offense a coach uses he must teach sound fundamentals. No one coach has a magic password to success.

Indoor Season for Baseball

(Continued from page 6)

By the time April comes we are ready for our outdoor work. No matter how chilly it is we bundle up and go out and the work done indoors begins to pay off.

At the end of the first week of indoor practice we hold night "skull" sessions for an hour and a half. We go over the play of each position, our strategy, signals, play situations, batting, and base-running so that when our outdoor program starts each candidate knows what is expected of him. The sessions are held two or three times a week. We have found that the indoor program helps to speed up the outdoor sessions and gives us more time for other things.

Storage of Equipment

(Continued from page 16)

A heavy oil should never be used because it is too thick to penetrate the leather and only collects dust and dirt.

Since this process of cleaning must be a thorough one, it is a good idea to inspect the shoes carefully and replace lost cleats, eyelets, shoe laces and innersoles.

When storing shoes for the off-season they should never be placed on the floor as there is moisture present and it will seep into the shoes. One good way to keep account of the sizes is to paint the size on the back part of the heel so that it may be seen. Another way is to number the shelves and keep the shoes in the right place. It will be better if the shoes are stored in the same boxes that they arrived in, as few mistakes are then made in size issues. Shoe trees are invaluable for helping shoes hold their shape but the price of shoe trees is so high that small schools can hardly afford them. Crushed paped placed in the toe of the shoe will serve the purpose quite efficiently. After the shoes have been stored they should be checked periodically to see if those that were not thoroughly dry need to be re-oiled.

Protective Equipment

Protective equipment has reached such a stage of development that it is highly improbable that a participant will receive permanent injury if he is hit in a protected area. His equipment is so constructed that it gives protection laterally as well as vertically.

Shoulder pads, hip pads and thigh pads offer a difficult problem in the care and storage of athletic equipment. There are many methods of storing in different schools. Usually very little care is given to pads. Some schools throw these pads into a corner to gather dust and grit until the next season rolls around. The schools who can afford it send their pads to reconditioners and these companies worry about how and where to store them.

The majority of shoulder pads are filled with kapok or sponge rubber,

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which in turn is covered with thin canvas. This substance is often soaked with perspiration and becomes stained. It can be cleaned with soap and water and scrubbed with a small kitchen brush. The water should be pressed out of the sponge or kapok with the hands and the pads then hung to dry. The pads should not be hung on a metal peg because the dampness will cause rust to form on the pegs and it will rust-stain the pads. The pads should not be hung by the elastic straps because when elastic is wet it will stretch and break very easily. These pads should be dried at normal room temperature and not at excessive heat.

Some universities have steam jets that force steam through the stained area of the pads and clean them. After this procedure has been followed, all the water should be pressed out by hand and the pads hung to dry.

After the pads have dried, the fiber should be coated with light varnish or shellac to prevent scuffing.

There are several methods of off-season storage, most of which revolve around the hall-tree method, such as the one-post tree, two-post tree, a lateral two-post tree and hanging them on individual wooden pegs. My recommendation is to use the double-post hall-tree method. There should never be more than twelve or fifteen shoulder pads on one tree as the one on the bottom will be crushed severely and will be out of shape in short order. Should the shoulder pads have leather connectors, they should be oiled before they are stored for the off-season. As the pads are being stored for the off-season they should be sprinkled with moth flakes to prevent an influx of roaches and moths.

Storage of Helmets

Helmets also present a difficult problem. If they are expected to give good service they must be kept clean and stored properly. Should a helmet become wet, it should be dried thoroughly and a thin coating of penetrating oil applied to the leather or shellac applied to the fiber. The soft glove-leather suspension within the helmet will absorb perspiration and become hard. This can be alleviated to some extent by applying a paraffin oil.

Extreme caution must be taken when storing helmets for the off-season. Wire forms are good if they are available, but if not the helmets may be stuffed with old newspaper and replaced in their original boxes. Should either of the above-mentioned methods be impractical, an iron rod may be passed through the ear holes and the rod then suspended high above the floor. This allows the air to pass all around and through the helmet and allows the helmet to assume its natural shape. The helmet should never be suspended by the chin strap. This pulls the ear pieces closer together and thus out of shape so that it will not give a proper fit. This is also a good method for drying a helmet after it has become wet.

Storage of Fabrics

All woolens, satins, silks, and rayons should be dry-cleaned as soon as possible after the last game since perspiration-stained fabrics are quick to gather mold and mildew. They should be dry-cleaned before these ravages of nature have had an opportunity to do any lasting damage to the material. After these fabrics have been cleaned they should be stored in tightly sealed boxes and sprinkled thoroughly with moth flakes to prevent moths, roaches and rats from causing permanent destruction. Cotton goods are less expensive in their care as they can be thoroughly washed with soap and water and stored in a like manner.

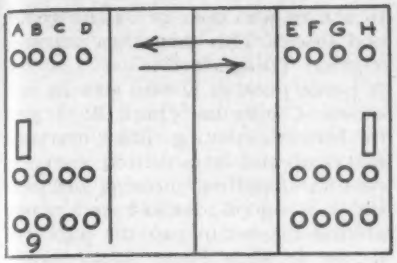
There are many items of athletic equipment that will be used in the fall athletic program that have not been mentioned, but since the majority of athletic equipment is constructed from leather, fiber or fabrics, mention of treatment for other items would only be a repetition.

Ice Hockey Fundamentals

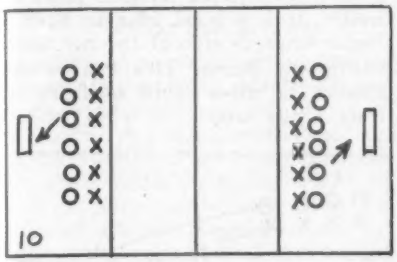
(Continued from page 37)

a last-minute check. A player should observe at the beginning of a game the hand with which a goalie holds his stick. The best shot, when in close, is along the ice on the offside stick of the goalie. The two top corners are also difficult areas for the goalie to protect.

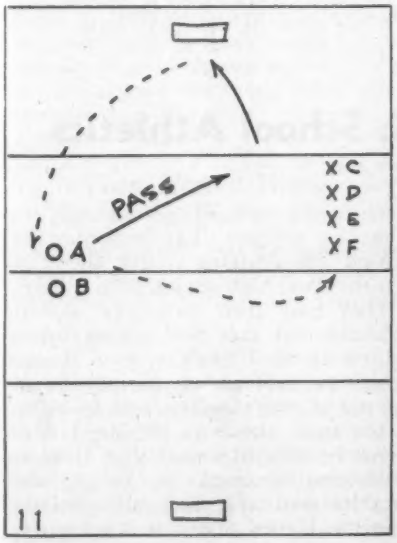
To develop a powerful shot, the blade should be turned in so it will grip the puck. The lower hand should grasp the stick about the center and start the shot from the side about on a line with the skates. When a shot is made it should not be made with just the hands and arms but with the body as well. A strong wrist development is good.



The "slap shot" is very effective because its suddenness does not give the goalie any chance to prepare himself. The blade of the stick should be almost perpendicular to the ice and on the ice to assure a good solid slap at the puck.



Drills: 1. This one will give maximum participation. The players should be lined up in front of the net some distance in from the blue line, each with a puck. The coach should skate along and check their hold on the stick and the position of the puck. There should be no goalie in the net as this is slightly dangerous. Each boy should shoot in rapid succession at the goal. Then all boys should shoot together on the whistle. To make it interesting, a tin can or some object may be hung in the net. This serves as their target (Diagram 10).



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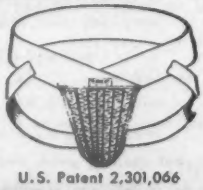

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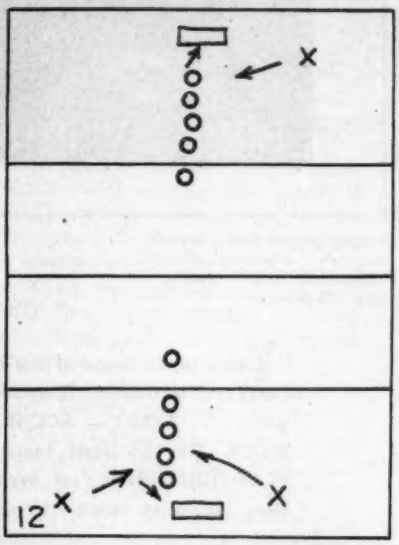
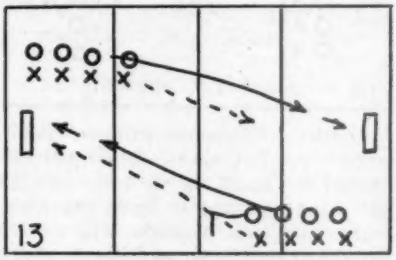
2. With a goalie in the net the players should stand in front at varied distances and shoot. It is best to have only one puck in use as the goalie doesn't like to duck more than one.
3. Next the players should carry the



puck in from the center red line and shoot at the goalie from any distance.
4. The following drill will combine skating, passing, stickhandling and shooting. The players should line up in single file at a blue line. A player at the red line passes the puck up to a man who goes in on the goalie and shoots. This man then becomes a passer (Diagram 11).

A passes puck to C who goes in and shoots; C goes in behind B; A goes in behind shooting line; everyone moves up and takes turn at receiving pass, stickhandling, shooting and passing. It is a good idea to have a player around the net to pass the puck out to the feeders. These passes should be taken on the "fly".
5. To develop a slap shot, a reasonable amount of practice is necessary. In Diagram 12, X is the feeder, O the shooter. Feeder passes puck out in front to O player who goes in and slaps at the puck. After all have had a shot another player takes place of feeder. It is a good idea to have a feeder on each side of the net alternating the passes. This teaches the shooter to shoot from in front or from either side.



6. This final drill helps to develop speed, puck carrying, shooting and the pressure of competition. One player with the puck and another about ten feet behind him should start simultaneously from the red center line. The object of this drill is for the puck-carrier to keep ahead of his pursuer, skate in on the goaltender and score. The pursuer, of course, will try to break up the play being made by the puck-carrier (Diagram 13).

"BING" CASWELL played hockey at the University of Toronto from 1935-39 before graduating. He also played Senior Mercantile hockey before taking up coaching. During his undergraduate days the University of Toronto hockey team made a 9000-mile tour of the United States during which time it played such American college teams as Dartmouth, Harvard, Yale, Princeton, Michigan, Minnesota, Gonzaga, Loyola of Los Angeles, and the University of Southern California.

Television and High School Athletics

(Continued from page 38)

crease, if not vanish, as fans wait until game time to check on weather conditions and to see if the team is still in the championship race.

(7) Television at this time cannot compensate schools as a group for losses sustained in the decrease in attendance. It is doubtful if they can make this compensation in the future.

Eventually high school athletics, in my opinion, will suffer in attendance and finances from television. However, I believe that high school athletics will not be affected to the extent college athletics is—especially the smaller colleges. The reasoning behind this thinking is that there are many more high schools than colleges. They have their own loyal student bodies and fans will always follow them in local rivalries, even though big-name college events may be offered as counter-attractions by video. The high schools in the larger cities will be affected sooner than those in the smaller cities. As the co-axial cables gradually reach all the cities in the United States, it is altogether

possible that big-name athletic events will be programmed on TV stations to compete with high school athletic events. On a cold, rainy night, five years from now at a local high school football game, one may find only the students, the band, the teachers, and a few die-hard fans and relatives, while the paying customers snugly view this game, or another big game from their comfortable homeside chairs. I agree with John Griffith, publisher of the *Athletic Journal*, that television may be the most serious problem ever encountered by high school athletics.

1000 Point Award System

(Continued from page 34)

an officer of an organization and its representative on the student council at the same time.

Because this is an award based on student participation in school activities, the student council should be advised and assisted in getting the provisions for the letter award written into the constitution of the student council. This is recommended for two reasons. First, any portion of the 1000-point award system in the constitution may be amended and rewritten to fit the existing local situation. Secondly, the basis of award for the standard school letter (a minimum of 1000 points) may be posted on prominent bulletin boards as a permanent guide for the student body in determining their individual ratings toward a letter.

***CHARLES H. OBYE** graduated from Morningside College in Sioux City, Iowa where he lettered in three sports. Following this he coached track and football at his alma mater for two years before going to Wayne State.*

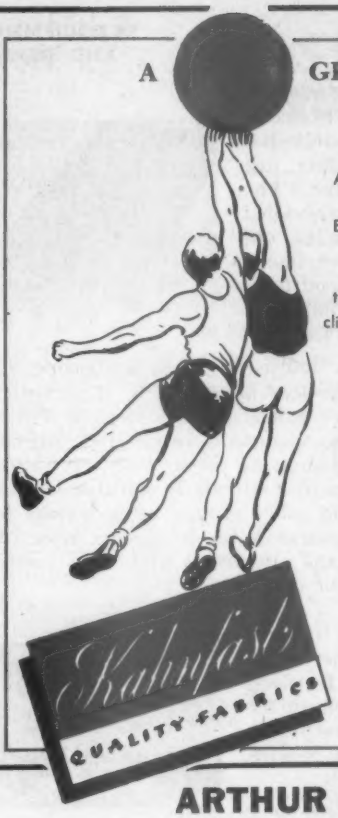
From Here & There

(Continued from page 4)

some wag has said that the Yale swimming pool is filled with the perspiration of the athletes.

• • •

A NEW type of rubber tennis court promises to resolve the problem of cost-of-maintenance versus poor-playing field, according to the current issue of "Rubber Developments" published by the British Rubber Development Board. A court which contains a sub-



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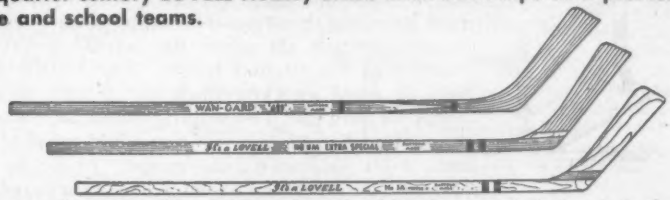

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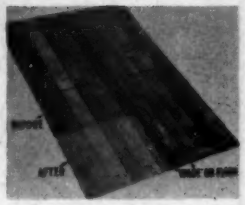
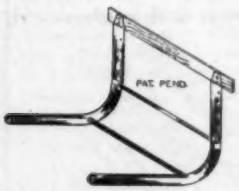
REMOVAL of old finishes, always a headache for the maintenance man—especially of floors or surfaces where further sanding is not possible—has been made much easier by a new product just developed by Huntington Laboratories, Inc. The solvent, Wade Seal Remover, is a heavy-bodied liquid that is claimed effective in removing old seals, varnishes and other finishes from gym floors, ordinary wood floors, walls or woodwork, and from desks and fine furniture. For full information write to Huntington Laboratories, Huntington, Ind.



SHOWN at the left is the new Kodascope Sixteen-20 Remote Reversing Switch. This switch, when connected to a Kodascope Sixteen-20 Projector, will enable the operator to reverse the projector as frequently as desired by pressure on the button. It is expected to prove particularly useful to football coaching staffs and other groups using movies for instructional purposes. With it coaches may run back plays for team instruction and stress certain phases of offense or defense.

OKLAHOMA A & M College has recently installed one of the new Wagner display frames on its football scoreboard. The frames are eight feet long by 24 inches high on which 17-inch black plastic letters are used to form the names of opposing teams. For full information write: Wagner Sign Service, Inc., 408 S. Hoyne Ave., Chicago 12, Illinois.



THE latest in hurdles is this aluminum one which swings down rapidly after the required eight-pound force has been applied, thereby eliminating most hurdling injuries. The eight-pound resistance is automatically set when the hurdle is raised or lowered to the desired height. The hurdle is self-righting when knocked down and is light in weight—only 14 pounds. Telescoping tubes lock easily to the desired height and make possible rapid changes from high to low hurdle events. Made by John Marzucco, 1531 Brookhaven Rd., Wynnewood, Pa.

THIS is the new Instructor's Magic Slate for basketball—it is actually a portable blackboard. A basketball court is outlined on a stiff writing surface 9" x 12". Writing on the slate may be done with any pointed instrument—even a fingernail—and is erased merely by a flick of the finger. It is perfect for on-the-spot coaching on trips, on the bench, around the office, etc. The Magic Slate will last indefinitely. Order from American Coaches' Supply Company, 22 W. Monroe St., Chicago, Ill.

BASEBALL Coaches and players will be interested in the new line of wing-tip baseball shoes recently introduced by the Brooks Shoe Manufacturing Company. Aside from the new style note, Brooks baseball shoes for 1950 are distinguished by the introduction of solid aluminum rivets, which provide for a stronger yet lighter shoe. Lower priced models are equipped with "Iron-Clad" tubular rivets described as the strongest rivets ever used in a popular-priced baseball shoe. Also new for 1950 are shoes featuring the Brooks combination heel spike and arch support, a patented construction which combines needed arch supports with complete flexibility. stantial proportion of rubber offers the advantages of both a minimum of upkeep and a good surface for playing, says the report. Rubber is incorporated throughout the full thickness of the material and presents a surface with greater resilience, the makers claim . . . Edward A. Sulkowski, of Pittsburgh, will be in command of boxing at Penn State College pending the return of Leo Houck. Houck is convalescing from a serious abdominal operation. Sulkowski graduated from the school of physical education at Penn State last June and this fall was named to the staff as an instructor and assistant trainer . . . America's sandlot baseball teams will be better trained than ever before this spring. This is because professional baseball is sponsoring coaching clinics in over 200 cities in 30 states from January 23 to February 4 to train amateur coaches. Co-operating with the National Association of Professional Leagues in this undertaking, in which more than 10,000 coaches are slated to attend, are the sixteen major league clubs, the National Federation of High School Athletic Associations, the American Legion Junior Baseball Program, the National Baseball Congress of America, the American Baseball Congress and the National Amateur Baseball Federation. Instructors will include past and present professional managers, coaches and players. All managers and coaches of amateur teams are eligible to attend these clinics. Inquiries regarding these clinics should be directed to Robert L. Finch, director, National Association of Professional Leagues, 696 E. Broad Street, Columbus, Ohio.

* * *

WE have been asked to help locate the whereabouts of a Joseph Daney. He is about 50 and is in the coaching field. Please send any information to Frank Puglisi, Basketball Coach, Denfeld High School, Duluth, Minnesota . . . Don Deforrest, University of Pennsylvania and Olympic swimming star, has been appointed swimming coach at Pennsylvania Military College . . . Bob McCardle, a graduate of Fall River, Wisconsin, Teachers College, is the new basketball coach at Dakota Wesleyan University . . . Homer L. Dodge, president of Norwich University resigned recently and gave as one of his reasons alumni pressure because of the poor 1949 football season.

The New Instructor's Magic Slate for Basketball --- comes complete with a court—9"x12"—perfect for on-the-spot coaching, on the road or while in the office --- your writing disappears at the flick of a finger. Price: $1.00. Order several.

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So This Is Education

(Continued from page 18)

might as well face the fact that this small group frequently gets a very large percentage of the time of the physical education personnel who are paid to teach all the pupils, that they get far more than their just proportion in the use of the facilities." We can't speak with authority of New Jersey, Mr. Uhler's locality, but in the majority of states it is the usual practice for varsity practice to be held after school hours. Thus, the coach, and it is required in most states, carries the full academic load, teaching during the day and conducts practice after school is over. As to the greater proportion of the use of the facilities, there is no question but what you are right, if you are referring to after-school hours. The answer is improved facilities. Schools with sufficient facilities and well-planned programs, not only conduct excellent intramural programs, but also are well-represented in varsity competition. We do agree that the exclusive use of athletic facilities, or even a large proportion of their use by varsity teams is just as wrong as the disproportionate use of the manual training shops or rifle range by their adherents would be wrong.

Mr. Uhler also is opposed to gate receipts, stating as he does, "They represent a return on the time of the coaches and the use of facilities paid for by public money." Mr. Uhler is not entirely opposed to varsity competition because he says, "What we need in schools is a strong physical education program for all, one that gives training in many activities, with emphasis on those that will continue when school days are over. That does not exclude the possibility of varsity competition, etc." Frankly, Mr. Uhler, you are in the Department of Education and in a position to advocate the use of public funds to support varsity competition. If you are successful in securing tax-supported varsity competition, your name will be revered in the field of physical education and athletics. Until you are successful in securing such an adoption how do you propose to pay for the varsity competition which both you and we believe in?

Mr. Uhler states that physical education should be for all the students and not just the forty on the football squad. We agree that physical education should be for all the students, but we don't believe that it can be achieved by eliminating football. Instead we believe the answer is a greater number of activities. You see, Mr. Uhler, the world is made up of millions of people with as many different likes and dislikes, which, I am sure, you will agree is a good thing or else this old world would be a pretty drab place.

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JANUARY 1950

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Thank You and Best Wishes for 1950

As 1949 ends and a new year begins, we in the IVORY SYSTEM express our gratitude to those who helped to keep us so busy during the entire year. It was the biggest sales year in the history of our long time existence. THANK YOU VERY MUCH.

Our pledge to the Schools and Colleges of America is . . . "We will not only continue to provide capable, efficient IVORY SYSTEM service during the year of 1950, but we will improve it in every possible way and make our unexcelled service available to more and more Schools and Colleges throughout the Americas."

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